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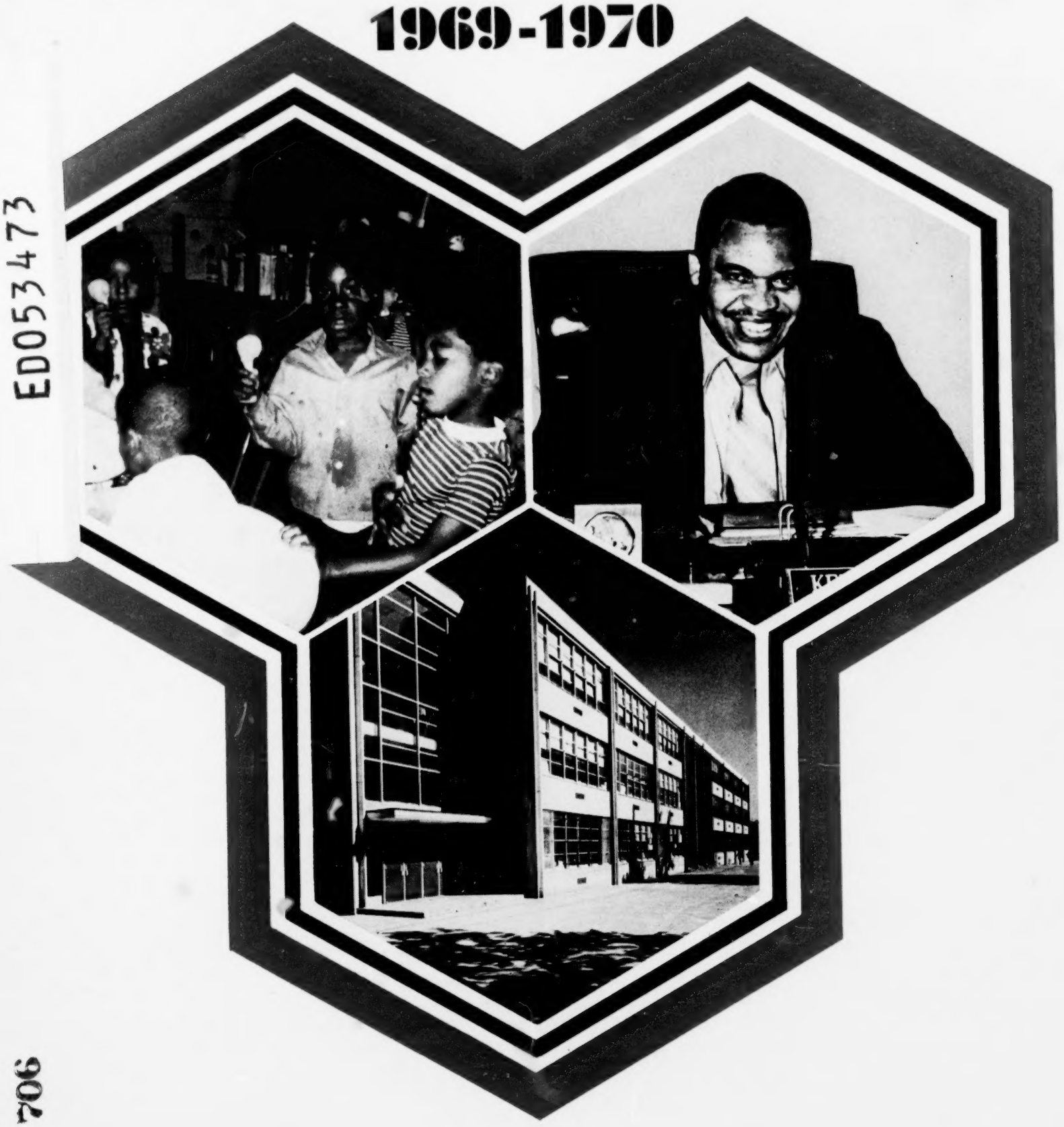
ABSTRACT

This evaluation attempts to measure the extent and effectiveness of the 1969-70 Title I program for disadvantaged children. Part one covers major findings and a summary of the elementary and secondary reading program with recommendations for future implementation; and abstracted data from teacher, parent, student, and administrator questionnaire/opinionnaire forms. Part two includes the presentation and discussion of data such as reading test scores for elementary and secondary school students obtained both before and after student participation in the program; an evaluation of supportive services; and detailed and tabulated data from parent-pupil interviews and teacher, parent, student, and administrator questionnaire/opinionnaire forms. A related document is EA 003 699. (MLF)

SUMMARY REPORT
NEWARK BOARD OF EDUCATION

TITLE I ELEMENTARY AND SECONDARY EDUCATION ACT EVALUATION

1969-1970



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October 1, 1970

Mr. Franklyn Titus
Superintendent of Public Schools
Newark Board of Education
31 Green Street
Newark, New Jersey

Dear Mr. Titus:

The following pages contain the "Summary Report, Newark Board of Education Title I E.S.E.A. Evaluation 1969 - 1970", which Planners Associates, Inc. respectfully submits.

This Evaluation was prepared in conformance with existing State and Federal guidelines and considers all relevant aspects of the Title I program from student achievement to community participation as well as attitudinal studies of a sample of concerned parties. In addition, the statistical data which has been summarized herein has been made available in other formats to the professional staff of the Newark Board of Education for their utilization in other aspects of the Title I program.

Sincerely yours,

PLANNERS ASSOCIATES, INC.

William V. Pye

William V. Pye
President

WVP:mb

ED053473

SUMMARY REPORT
NEWARK BOARD OF EDUCATION TITLE I E.S.E.A. EVALUATION
1969 – 1970

Submitted to:

SUPERINTENDENT OF SCHOOLS

BOARD OF EDUCATION

OF THE

CITY OF NEWARK, NEW JERSEY

Submitted by:

PLANNERS ASSOCIATES, INC.

60 Park Place

Newark, New Jersey 07012

1970

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1969 – 70 Evaluation

Title I Elementary and Secondary Education Act.

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ACKNOWLEDGEMENTS

Any project of this magnitude and scope is never the product of a single individual. While one person may have had the responsibility as the director-coordinator, the project was a team effort and became the sum total of the cooperative efforts of many individuals. Particularly to be acknowledged are the cooperation and support of participating staff members of the Newark schools.

Planners Associates, Inc., extends sincere appreciation to the Newark Board of Education; Superintendent of Schools, Franklyn Titus; to the Assistant Superintendents; to the Office of Special Assistance Programs; to the Office of Reference and Research; and to those principals, coordinators, teachers, parents and pupils associated with the Title I Program without whose cooperation this evaluation would have been impracticable. In the 1969-70 evaluation, we have met with the continuing cooperation of the Newark Board of Education personnel and especially of all Title I personnel. The active participation of parents in this evaluation has added an invaluable dimension to the evaluation of the extensive Title I Program, and has further clearly demonstrated both Congressional intent and wisdom in calling for community involvement.

INTRODUCTION

The 1969-70 evaluation of the Newark Title I Program, funded under the Elementary Secondary Education Act of 1965, was designed to provide substantial statistical data which would be directly related to the stated objectives of the Program. While this approach to the evaluation was mandated by the guidelines for the 1969-1970 Application, it has been the approach used by the evaluators in evaluating the 1968-1969 Program and the 1969-1970 Program as well.*

Some of the statistical data from the 1968-1969 evaluation and the 1969-1970 evaluation have been correlated in this evaluation. Program affects can only be assessed when there are available measurements which cover the time during which the Program has been in force. Assessment of objectives made over time spans are the only real measures which can illustrate the degree of progress made toward achieving those objectives. This has been the guiding principle used in this evaluation. Data sources from other studies which relate to similarly stated objectives have been utilized as comparable indices.

The data obtained have been provided in various forms in the text of this report. From the data presented, assessments of objective realization have been made and recommendations have emerged which are incorporated into the text of the report.

*This is clearly in line with national trends in evaluating innovative programs. See Richard J. Light and Paul V. Smith, "Choosing a Future: Strategies for Designing and Evaluating New Programs," Harvard Educational Review, Vol. 40 (February 1970), pp. 1-28.

MAJOR FINDINGS AND SUMMARY OF FINDINGS

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ELEMENTARY READING

Test data revealed an upward movement in the Third Grade testing of eight months in seven months between Fall and Spring testing. The medians were below the national norms in both testings.

Fourth Grade testing results revealed gains but not as great as those for the Third Grade.

The majority of test results indicate gains in the medians which have maintained a positive relationship with the norms.

The available longevity data shows that the reading scores of these pupils are progressing at slightly more than normal rate.

The data clearly indicates that, although these pupils started (as indicated by the testing) below the national norm, they have been steadily improving in Reading.

SECONDARY READING

A remarkably small number of pupils either make limited progress or even progress, while the vast majority of the pupils make exceptional progress for the short period of time during which they are exposed to the climate of the reading laboratory. The evidence illustrates substantial progress by the participants in the Program and the achievement of the objectives stated for the Program.

SUPPORTIVE SERVICES

A substantial number of children are aided through the Supportive Services Program, especially with more intensive services in dental and medical services, attendance, social work and psychological services.

The Supportive Services Program, within the limits imposed by funding, is making inroads on the fundamental problems that the individual phases of the total Program were designed to alleviate.

PARENT-PUPIL INTERVIEW

Pupils: personal interviews with pupils by adults from the local area validated many responses to the Pupil Questionnaire/Opinionnaire.

(a) The pupils indicated clearly that they thought the Title I Programs were helping them.

(b) The availability of media was evident in these interviews.

(c) The pupils recounted pre-school efforts on the part of their parents toward fundamental basic educational endeavors.

(d) The Reading efforts by the pupil were evident in the interview responses.

Parents: personal interviews with parents by adults from the local area parallel the parents' responses to the Parent Questionnaire/Opinionnaire.

(a) The parents agreed with the children in the pupils' indication of the parental efforts at providing basic foundations for academic endeavors.

(b) The availability of media was also evident in the parent interview responses.

(c) The parents, by their interview responses, indicate a complete awareness of the Title I Advisory Committee at the school and its purpose.

TEACHER QUESTIONNAIRE/OPINIONNAIRE

The majority of the Project Teachers were females who had at least six but less than ten years teaching experience.

(a) More than a third of these teachers live in the City of Newark.

(b) The responses of the teachers to various questions indicated that they have been and continue to be interested in further study toward increasing their effectiveness.

(c) The teachers, from their responses indicate a unique knowledge of pupils and their parents, and of educational theory and practice.

(d) The majority of the teachers felt that discipline problems and differences in ability in their classes had not hampered their teaching.

(e) Either due to lack of available courses or work shops, the majority of the teachers had had no special preparation in vocational guidance or occupational information.

(f) A majority of the teachers felt they could claim innovative procedures that were introduced to the school by the Title I Program.

(g) From their responses, there was no doubt on the part of the teachers that academic growth on the part of Title I pupils was greater when compared with that of other pupils.

(h) The teachers held that the development of the respect for the rights of others and the development of self-concept should be two of the major educational goals.

PARENT QUESTIONNAIRE/OPINIONNAIRE

Two parental responses to the Parent Questionnaire/Opinionnaire indicated that the greater majority of the parents are aware of the Title I Advisory Committee.

(a) The parent responses as to the purpose of the Title I Advisory Committee paralleled those of the Administrators and the teachers.

PUPIL QUESTIONNAIRE/OPINIONNAIRE

The Pupil Questionnaire/Opinionnaire presents the same data as did the Parent Questionnaire/ Opinionnaire regarding the availability of media. Media are in the homes in the forms of books, reference materials and television.

(a) A majority of the pupils indicated that they had discussed their future vocations with a parent and a few indicated such discussions with school personnel.

(b) The majority of the pupils indicated that they like school and that it was pleasant.

(c) The pupils' evaluation of their progress in school was paralleled by teachers and parents responses and by evaluation of the teachers' indication of pupil progress.

(d) Teachers were high on the list of "things" the pupils liked most about school.

(e) The primary language used in the homes reflects the diverse national and ethnic backgrounds of these pupils as demonstrated by the responses in other Questionnaire/Opinionnaire forms.

STUDENT (TEACHER ANSWERED) QUESTIONNAIRE/OPINIONNAIRE

This Questionnaire/Opinionnaire provided the teacher perceptions of the pupils' background and indirectly the composition of the pupils in the Title I schools.

(a) Most of the pupils came from homes in which the majority of the parents had attended high school or completed high school; more than half of the fathers and mothers work full time; and less than half of the homes are located in an area described as having run-down, multi-family dwellings.

(b) The parents, the teachers feel, have high aspirations for their children and are concerned with their progress in school.

(c) The teachers find that they can readily create communication with the parents of their pupils, mainly at group meetings at the school.

(d) The teachers indicate that there is, through teacher descriptions of the pupils' behavior in school activity and evolving changes in attitude, a real interest and desire to learn on the part of the pupils.

ADMINISTRATOR QUESTIONNAIRE/OPINIONNAIRE

The Administrator median age fell in the 44-49 age bracket; the majority were male. More than a third lived in the City of Newark, and had had ten or more years teaching experience (mostly in Newark).

(a) The Administrators indicate that they felt the Teachers Aides made positive contributions to their schools.

(b) The Administrators felt that the purpose of the Title I Advisory Committee was, and should be, the involvement of the community in Title I Programs, and that its role was, in the main, to advise and to interpret Title I to the Community.

(c) The Administrators indicated that in all areas the Title I effect on school was positive but that the age of the school plant was a handicap.

(d) The greatest success of the Program, according to the Administrators, was in the provision of equipment and supplies and in the evolving of change in pupil attitudes toward school.

(e) The Administrators were unanimous in their opinion that the Title I Program should be expanded to involve more pupils with a paralleled increase in teachers to work with these pupils.

SUMMARY OF FINDINGS

In this report, as in the previous summary report, efforts were made to secure internal validation of the various Questionnaire/Opinionnaires. This was achieved by posing similar questions to a broad range of respondents. These responses were correlated and comparisons were made. The actual responses to common queries, while numerically different, provided sufficient data which indicated that the responses provided by the respondents were valid.

RECOMMENDATIONS*

ELEMENTARY READING

Evaluations (both 1968-69 and 1969-70) recommend the development of City norms for the standarized tests that are used. These local norms would provide more realistic comparisons of changes in achievement in various programs.

Further recommended in the continuation of the collection of data is the development of a more detailed longevity study of reading progress.

In keeping with the development of the City norms for all testing, this evaluation would recommend that the Program take advantage of the item analyses which are available from the test publisher and further the utilization of analyses as a diagnostic tool to develop more meaningful programs for each individual child.

If the above recommendations are adopted, it follows that a subsequent recommendation would mandate a series of workshops for Project Personnel (and/or all teachers) in the utilization of the item analyses and the programs that would grow from the utilization of those statistics.

SECONDARY READING

We would recommend that continuous follow-up be made on pupils who have had lead exposure to the reading laboratory. The follow-up would ascertain continuous progress in Reading and catch possible regression. Regressive pupils should be returned for further remediation. Similarily, those pupils who reveal no progress or regression while in the laboratory should be returned for additional diagnostic work.

SUPPORTIVE SERVICES

We would recommend that the Learning Center, located at Eighteenth Avenue School be expanded.

More meaningful and comprehensive reporting procedures for all services provided within this phase of the Program should be developed.

PARENT-PUPIL INTERVIEW

These interviews, while conducted by adults from the school area, provide insights which lead to some programmatic suggestions. These are not recommendations but suggestions.

It appears that many persons, including par ts in e school sending district, have a limited awareness of the purpose and scope of the Title I Program in the school.

Communications in various forms reach the homes in the school sending district. Perhaps, if these media were to contain Program descriptions (purposes and scope) a wider understanding and/or satisfaction on the part of the parents might be achieved. Further, if this effort were supplemented by a column in the newspapers of the City which would provide the same information, a still wider basis of understanding and support of the Title I Program (in all of its broad scope) might be further achieved.

* A skeletal abstract; see the detailed sections of the report. Evaluation should be embedded in ongoing program development since goals are dynamic over time rather than fixed. Cf. Victor G. Cicirelli, et al., The Impact of Head Start: An Evaluation of the Effects of Head Start on Children's Cognitive and Affective Development (Westinghouse Learning Corporation and Ohio University, 1969).

TEACHER QUESTIONNAIRE/OPINIONNAIRE

Strongly recommended is the development of workshops and courses (with local college cooperation) which would supply teachers at all levels with knowledge about vocational and occupational information and vocational training opportunity, and, further, the incorporation of these knowledges into the day to day curriculum.

Recommended is the adoption of the concepts presented in the table "Teachers Opinions of Certain Educational Values" into a series of teacher workshops which would explore these value concepts and translate them into ongoing curricular contexts.

PARENT QUESTIONNAIRE/OPINIONNAIRE

The parental, teacher, and Administrator responses to questions regarding the purpose of the Title I Advisory Committee construct commend Administrators of the Title I Program for their development of excellent support within the community.

In view of the findings, it is recommended that efforts be made to involve more parents of the community in the Advisory Committee activities so that a still broader spectrum of the community can be represented.

These recommendations are coupled with the one made in the interview section, that special efforts be made to increase communications with the homes especially on the purpose of the Program within the Title I district efforts.

PUPIL QUESTIONNAIRE/OPINIONNAIRE

The Pupil Questionnaire/Opinionnaire responses highlighted the limited amount of vocational and occupational information afforded to youth. It is recommended that an expansion of and the incorporation of such information into the regular curriculum be considered.

Particularly recommended is more effort to encourage parents to "follow-up" on the Educational Enrichment Experience Programs their children have known. At every grade level more children should be involved in the various Reading Programs.

STUDENT (TEACHER ANSWERED) QUESTIONNAIRE/OPINIONNAIRE

More and regular parent-teacher conferences would aid the communication between parent and teacher regarding the pupil and further would provide the teacher with greater opportunity to suggest ways in which home activities could be utilized to broaden the experiences of the child. Recommended are the establishment of regular parent-teacher conferences in the Title I Schools.

To further aid in this problem of communication, it is recommended that recruitment of bilingual aides (community aides) from the community be implemented to facilitate meaningful communication where the parents' language is not English.

ADMINISTRATOR QUESTIONNAIRE/OPINIONNAIRE

The pervasive perception of the evaluation made by the Title I School and Program Administrators, which is one of success and of alleviation of some of the educational problems which they face, as a result of the Title I Program, and who in turn recommend the expansion of the Program to include more children leads us to understand their suggestions as our recommendation.

Further, continued study of the problem of expediting the delivery of materials, processing of requisitions and further improving of the lines of communication within the Program structure is strongly recommended.

GENERAL RECOMMENDATIONS

Certain programs which have come into being under the aegis of Title I and which have demonstrated their value should be reviewed with the consideration of funding under other state and federal titles.

Specifically it is suggested that active funding be sought for the Secondary School Work-Study Program through the Vocational Educational Acts (particularly Amendments, 1968); for portions of the Teacher Aid Program through the Education Professions Development Act, and/or the Higher Education Act of 1965 Title V; and the development of greater cooperation between colleges in the area with projects such as "Upward Bound" and the utilization of Educational Opportunity Grants (Higher Education Act, Title IV). Not to be neglected is a close correlation between Title I Programs for the bilingual child and the opportunities afforded under Title VII (the Bilingual Education Act).

NEWARK, NEW JERSEY
PUBLIC SCHOOLS
AND
NON-PUBLIC SCHOOLS
IN
TITLE I PROGRAM

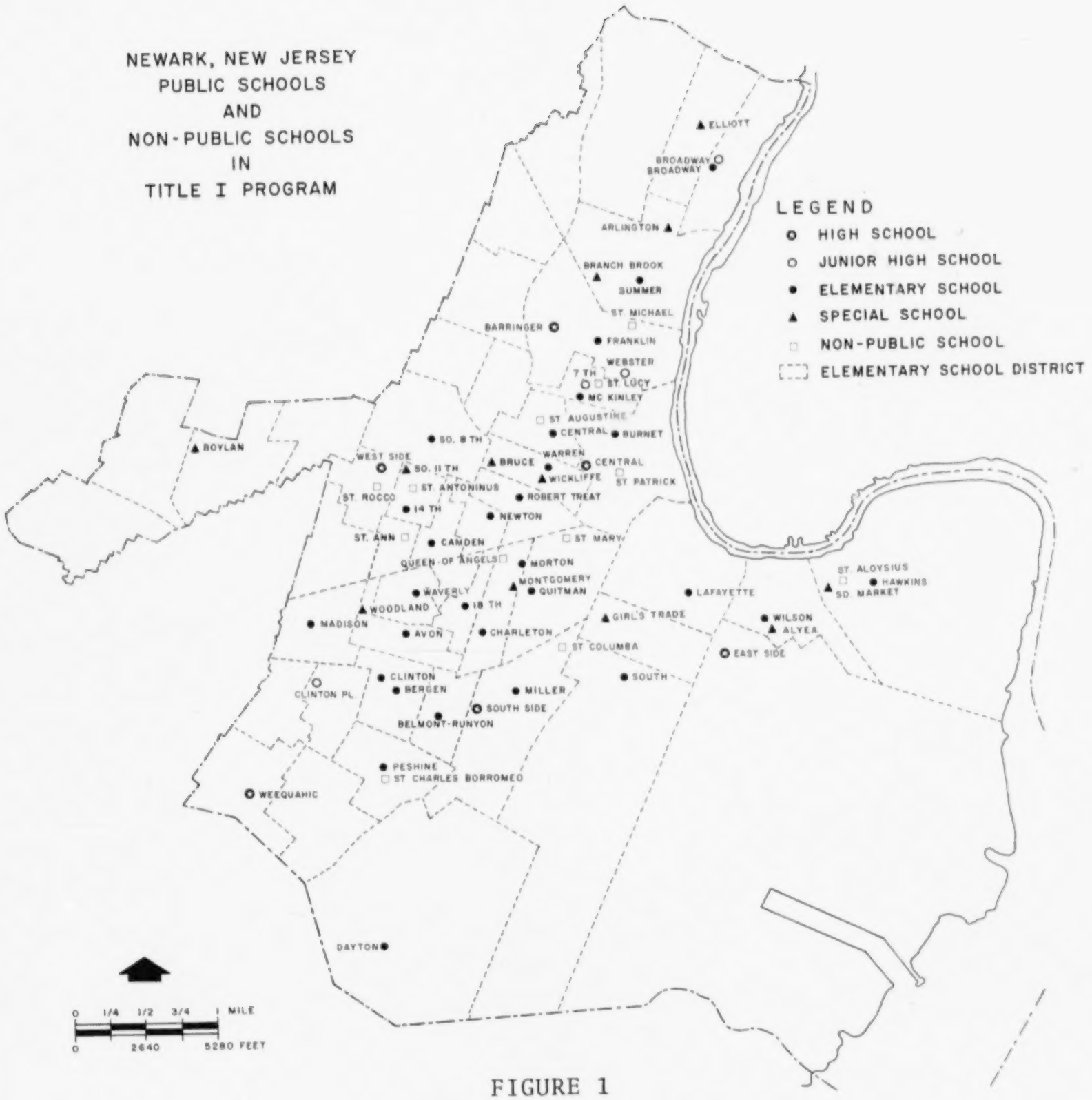


FIGURE 1

PRESENTATION AND DISCUSSION OF DATA

PART II

PRESENTATION AND DISCUSSION OF DATA

METHODOLOGY

Questionnaire/Opinionnaire Forms

Six-thousand Questionnaire/Opinionnaire forms were distributed as part of the evaluation. The functional return on all forms distributed amounts to 74.4 percent (4,705 forms). The lowest return realized was 64 percent of Parent Questionnaire/Opinionnaire forms (1,381 returned of 2,000 submitted).

The distribution was made in all Title I Schools. The sampling of the Schools' population was on a ratio of 14,852 pupils enrolled in the Title I Program to 1,000 or approximately one pupil in 15 being in the randomly selected sample. An equal number of pupils from the Title I Schools who were not enrolled in the Program were included in the sampling used; 76 percent of the pupil forms were returned (1,520 returned of 2,000 submitted). The parents of these pupils were included in the sampling of parents that completed the Parent Questionnaire/Opinionnaire forms. Sixty-four percent of these forms were returned.

For each pupil who completed a Pupil Questionnaire/Opinionnaire form, the classroom teacher completed a Student Questionnaire/Opinionnaire form. This form provided background data on the pupil and related in part to responses made by the pupil and parent; 76.2 percent of these forms were returned.

The Principal and Project Coordinator of each Title I School were requested to be respondents to the Administrator Questionnaire/Opinionnaire form. Nearly 89 percent of these forms were returned.

The Parent, Pupil and Student forms were processed by mechanical optical process with the basic data being maintained on magnetic tape. The magnetic tape was processed using a computer which provided summarization of the basic data in a printout form. The printout was analyzed and used as the basis for the sections of the report dealing with the responses to the various Questionnaire/Opinionnaire forms. The Administrator and Teachers Questionnaire/Opinionnaire forms were clerically scored and processed. The returns from these various forms provide the basic data for a separate segment of the evaluation.

These forms were distributed and returned for processing during January of 1970.

TEST DATA - ELEMENTARY READING

The test data from Title I Schools for Grades Two and Three formed the basis of the Elementary Reading Evaluation. The Metropolitan Achievement Test reading data was obtained for the Second Grade (testing in the Fall of 1968 and the Spring of 1968) and the same group of pupils in the Third Grade (Fall testing, 1969). This data provided the basis for a short term longevity study. The city-wide Reading Test data for 1967, 1968, and 1969 from the Metropolitan Achievement Tests were also utilized. Finally, longevity data (Metropolitan and Nelson Testing in the Spring of 1969 and 1970) for Title I participants in grades one through twelve was compiled and analyzed.

Test data from the secondary schools reading laboratories was also obtained and used in the evaluation of the Reading Program. The data from the reading laboratories was in the form of the results of the Nelson Reading Tests taken before and after the reading laboratory experience. The data obtained from these sources form the basis of the section of the report dealing with testing and test scores.

In the course of the evaluation and the collection of data, observation was made of some of the experimental reading programs in the elementary schools. These included many recognized "experimental" approaches to Reading such as BRL, ITA, and Frostig as well as local modifications in the use of standard text book approaches to the problem of the teaching of Reading. Among the "local" approaches a most promising approach was observed at Hawkins Street School. This Program involves 11 teachers in Grades One through Four. The Program is being guided by two professors from Jersey City State College.

METROPOLITAN ACHIEVEMENT TEST
READING TEST SCORES
TITLE I PUPILS
FROM FALL 1968 TO FALL 1969
2ND AND 3RD GRADE

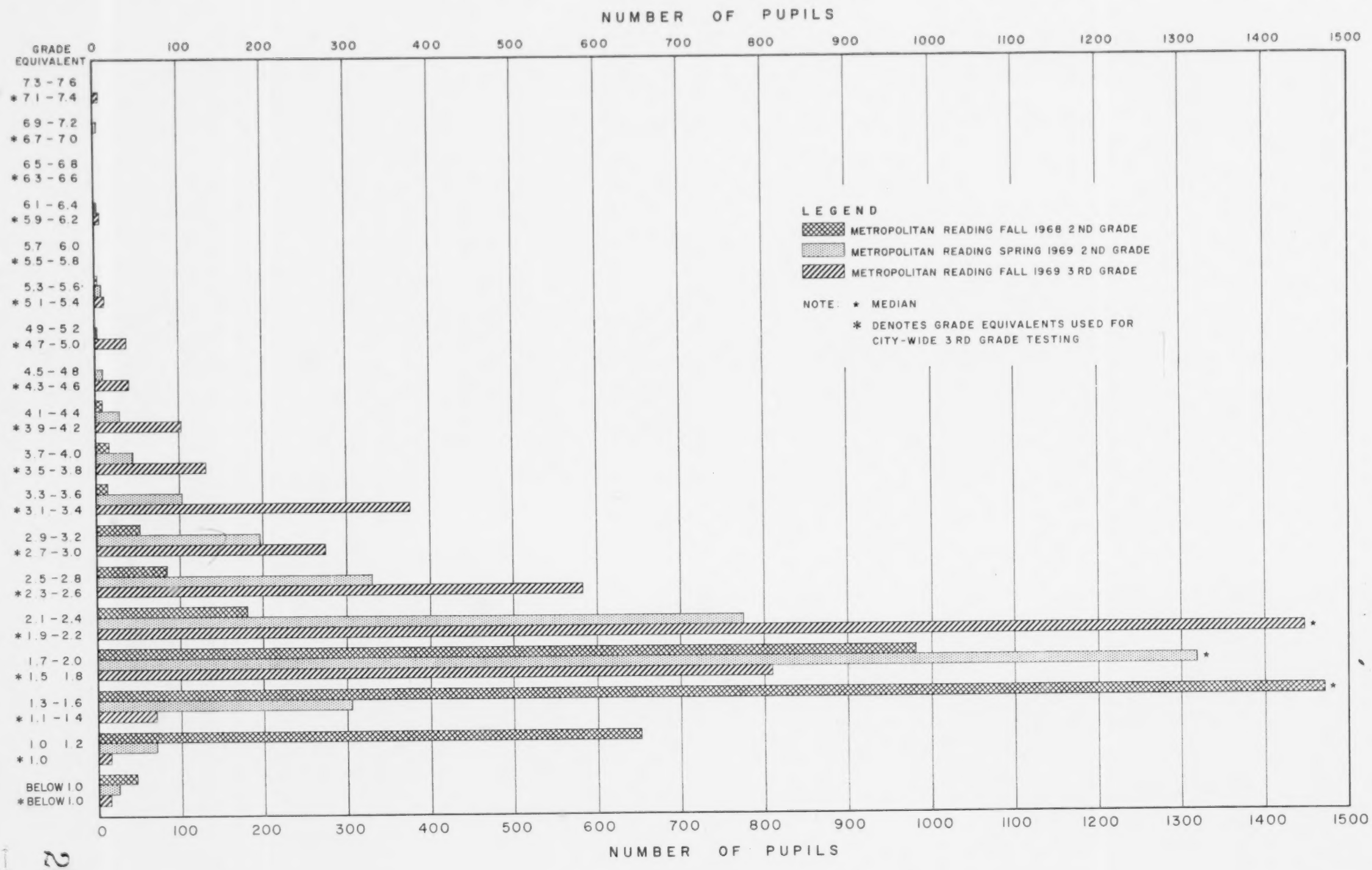


FIGURE 2

This Program is a self-developing, pupil-experience-orientated linguistic approach to reading. While the basic data which would illustrate the effectiveness of this approach was not completed at this writing, there was enough evidence available to convince the evaluators that the Program has produced most promising results. The completion of the study test data on the Hawkins Street School Program will, we are certain, validate the evaluation made on limited data results.

Consultants, experts in these respective fields, were utilized in the evaluation of specific and specialized areas of the Title I Program. The reports made by these consultants are incorporated into the evaluation report.

This line graph presents the reading test scores made by the Third Grade in Fall 1968 and Spring 1969 testing for the public and non-public school; and for the public schools Fourth Grade in the Fall, 1968 and Spring of 1969.

This line graph has been prepared using the arithmetic projection method. The reader is cautioned to observe the numerical indices on the graph. This method of presentation was utilized to depict the small numbers in extremes of the scores as well as the larger numbers in the median ranges.

The movement of the median for the public schools' Third Grade as well as that of the non-public schools between Fall and Spring testing is clearly evident. The non-public Third Grade median was in the 1.7-2.0 range in the Fall 1968 testing and 2.5-2.8 in the Spring 1969. The public school Third Grade median in the Fall 1968 testing was in the 2.5-2.8 range. Both Third Grades changed their medians upward, approximately eight months, in approximately seven months, from a point approximately eleven months below the national norm.

The Fourth Grade public school testing median for the Fall 1968 was in the 2.5-2.8 range while the median was in the 2.9-3.2 range for the Spring 1969 testing. This upward movement was approximately a four month gain from a starting point, approximately 1.7 years below the national norm.

The non-public schools' Third Grade showed 149 pupils at or above the national norm at the Fall testing and 91 students at or above the assumed norm of 3.7 at Spring testing. The public school's Third Grade showed 186 youths at or above the national norm at the Fall testing and 351 at or above the assumed norm for Fall testing.

The Fall Fourth Grade public school testing indicated approximately 255 pupils at or above the national norm and Spring testing indicated 383 at or above the assumed norm.

The graph clearly depicts the parallel decrease in the number of pupils in the lower ranges and increase in number of pupils in the upper ranges which accompanies the upward movement of the medians.

METROPOLITAN ACHIEVEMENT TEST
TITLE I SCHOOLS
3RD GRADE READING PUBLIC AND NON-PUBLIC
4TH GRADE READING PUBLIC
FALL AND SPRING TESTING 1968-1969

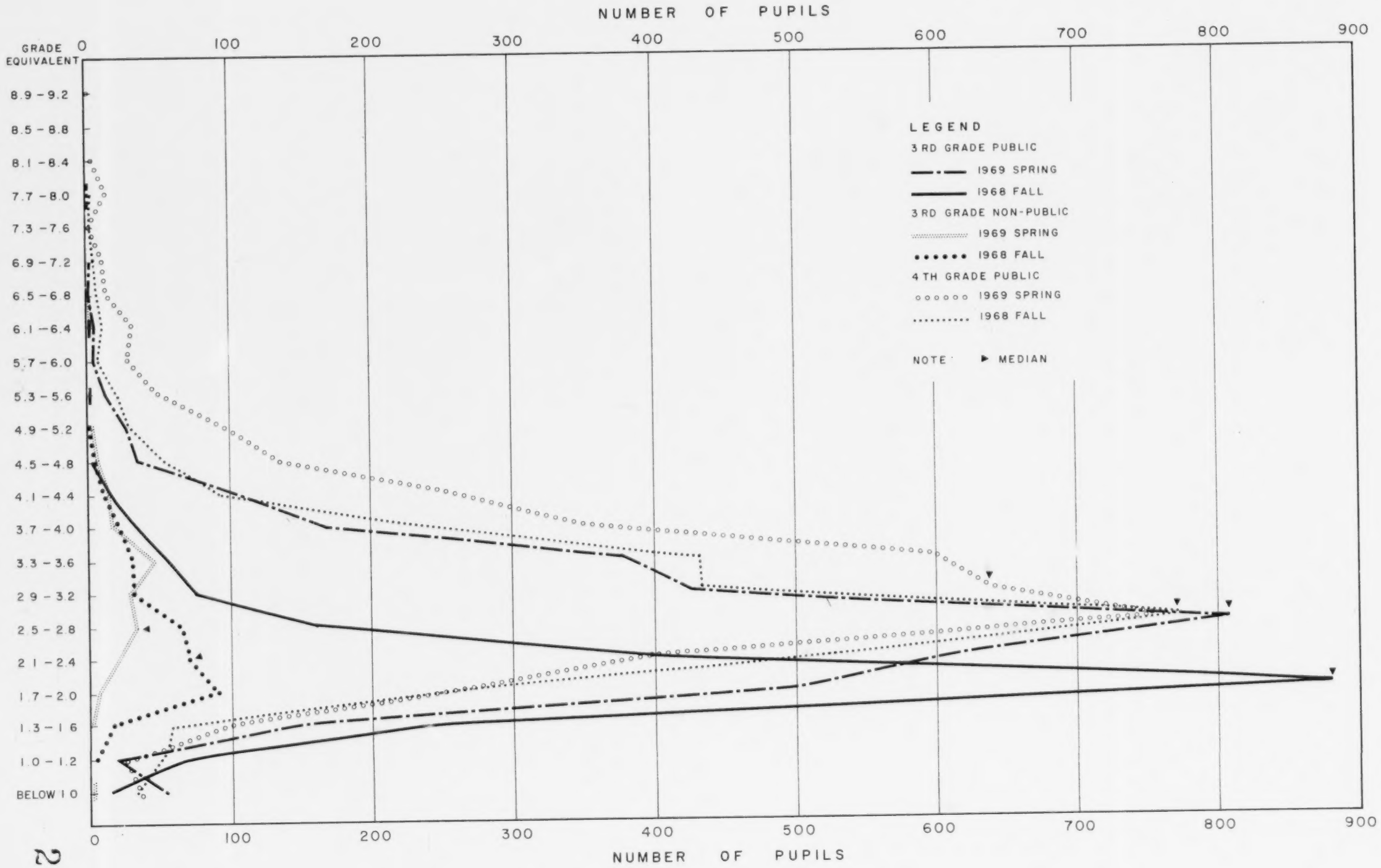


FIGURE 3

This bar graph is a presentation of the test scores on the Metropolitan Reading Test scores of the Title I pupils. These pupils were tested in the Fall of 1968 and the Spring of 1969 as Second Grade pupils, and in the Fall of 1969 as Third Grade pupils.

This graph has been developed using the arithmetic projection method. This procedure enables the presentation of the extremes of the ranges made by these pupils while presenting the larger number of pupils who clustered around the median scores. The reader is cautioned to observe the numerical differentiation indicated on the graph scale.

The graph indicates that the median for the Second Grade in the Fall 1968 testing was in the range of 1.3-1.6 while the national norm was 2.1. The median for these pupils in the Spring 1969 testing was in the 1.7-2.0 range. The same pupils tested in the Fall of 1969, indicated a median of 1.9-2.2 while the national norm was 3.1 for the Third Grade.

These pupils, as indicated by the median, began the initial testing at the range of 1.3-1.6 which was approximately 0.7 (7 months) below the national norm. While the publishers of the test have normalized only for the Fall testing, one would expect that the Spring testing would normalize at about 2.7. The Spring testing 1969 indicated a median of 1.7-2.0. With the acceptance of the above assumption, the majority of the pupils were at this point maintaining approximately the same relationship as that which was present at the Fall testing.

With the Fall 1969 testing in the Third Grade, these pupils show a median of 1.9-2.2 while the national norm was 3.1. Here again these pupils were maintaining the same relationship with the national norm.

While the majority of these pupils consistently maintained approximately the same relationship with the national norm on these consecutive testings, the extremes of the ranges of scores made by the pupils are noteworthy. The highest score made by any pupil in the Fall 1968 testing was in the range of 5.3-5.6. In the Spring 1969 testing, eight pupils reached this range while two exceeded it (maximum score was in the 6.9-7.2 range achieved by two pupils), while in the Fall 1969 testing, six pupils reached the range of 7.1-7.4. In the Fall 1968 testing, 339 pupils were at or above the national norm for that time; 720 pupils in the Spring testing were at or above the assumed national norm; and, 711 pupils in the Fall Third Grade testing were at or above the national norm for that testing.

The lower ranges of the testing for these time periods illustrate the same growth. The bars on the graph dramatically illustrate the decrease in numbers of pupils in the lower ranges of the tests in each successive test.

COMMENT ON GRAPHS

The test results for Reading graphically presented parallel the table presented in another section of the report. As in the other presentations, it is clear that the pupils in the Title I Program begin each test period below the national norms as prepared by the test publisher.

These presentations, however, clearly demonstrate that the Reading programs have made inroads on the reading deficiencies of these pupils. The gains in the medians which have maintained a relationship with the norms, and the numbers of pupils moving into the upper ranges of the tests, attest to net test result gains.

Granted, these gains are not dramatic nor startling. They do, however, demonstrate beyond dispute that the majority of these "low" pupils are contradicting the widely quoted "Loban Phenomenon."

METROPOLITAN ACHIEVEMENT READING - TITLE I 1968-69 TESTING (NON-PUBLIC)

The following table presents the Title I non-public school test scores for the Metropolitan Achievement Test for Grade Two, in the Fall of 1968 and the Spring of 1969.

The reading test scores show the median to be in the range of 1.7 to 2.0 in the Fall testing. The national norm of the test at this time was 2.1. These tests are normalized for Fall testing only.

The Spring testing shows the median moving to the 2.1 to the 2.4 range. It is interesting to note that the total range of test scores is not as great in the Spring testing as it was in the Fall testing. There is no way of knowing how the scores of the 138 pupils, not tested in the Spring, would affect the distribution. We can comment limitedly on this aspect; however, it is obvious, if nothing else, that the total group indicated a steady increase in Reading.

TABLE 1

GRADE TWO TITLE I NON-PUBLIC SCHOOLS

TEST SCORES 1968-1969 METROPOLITAN ACHIEVEMENT TEST[1]

	A[2]	B[3]	A	B	A	B
Grade Equivalent	Word Knowledge		Word Discrimination		Reading	
7.3 - 7.6						
6.9 - 7.2						
6.5 - 6.8						
6.1 - 6.4						
5.7 - 6.0		1				
5.3 - 5.6				5		1
4.9 - 5.2		2				
4.5 - 4.8		2		9	1	
4.1 - 4.4		2	6	4	2	4
3.7 - 4.0		6	1	19	10	4
3.3 - 3.6		5	13	19	12	10
2.9 - 3.2	39	21	30	25	22	19
2.5 - 2.8	42	38	44	48	36	27
2.1 - 2.4	52	68[4]	58	64[4]	88[4]	40
1.7 - 2.0	177[4]	105	127[4]	56	101	165[4]
1.3 - 1.6	97	20	107	25	9	133
1.0 - 1.2	16	1	34	1		14
Below 1.0	1		2			2
Totals	424	271	422	275	281	419

Notes:

1 Fall National Norm 2.1; Spring National Norm 2.9

2 Indicates Fall 1968 Scores

3 Indicates Spring 1969 Scores

4 Represents Newark Median Score.

Source: Office of Reference and Research, Newark Board of Education. Tabulations by Planners Associates, Inc.

METROPOLITAN ACHIEVEMENT READING – TITLE I 1968-69 TESTING (NON-PUBLIC)

The following table presents the Title I public school test scores for Fall 1968 and Spring 1969 for the Metropolitan Achievement Test for Grades Two. The reading median was in the 1.3 to 1.6 range in the Fall testing. The national norm was 2.1. These tests are normalized for Fall testing only. Ten percent of the total group tested in the Fall was above the national norm. The Spring test results show the median to have moved to the 1.7-2.0 range.

TABLE 2

GRADE TWO TITLE I PUBLIC SCHOOLS

TEST SCORES 1968-1969 METROPOLITAN ACHIEVEMENT TEST[1]

	A[2]	B[3]	A	B	A	B
Grade Equivalent	Word Knowledge		Word Discrimination		Reading	
7.3 - 7.6						
6.9 - 7.2						2
6.5 - 6.8		1				
6.1 - 6.4		3				1
5.7 - 6.0		3				
5.3 - 5.6				40	1	8
4.9 - 5.2		22	1	1		1
4.5 - 4.8	1	25	1	63		9
4.1 - 4.4	2	20	32	63	8	29
3.7 - 4.0	1	49	10	82	16	44
3.3 - 3.6	2	60	57	197	14	102
2.9 - 3.2	137	235	65	342	52	198
2.5 - 2.8	143	379	215	524	85	327
2.1 - 2.4	227	596	358	705	181	775
1.7 - 2.0	1034	1367	729	657	982	1318
1.3 - 1.6	1349[4]	341	1360	436	1473	306
1.0 - 1.2	372	127	505	52	652	70
Below 1.0	58	33	44	28	47	25
Totals	3326	3261	3377	3190	3511	3215

Notes:

1 Fall National Norm 2.1; Spring National Norm 2.9.

2 Indicates Fall 1968 Scores

3 Indicates Spring 1969 Scores

4 Represents Newark Median Scores

Source: Office of Reference and Research, Newark Board of Education. Tabulations by Planners Associates, Inc.

Although the median for this Grade was below the national norm at the initial testing, the median moved in anticipated "normal" growth in all Reading aspects as reflected by this test. The increase in range of the grade equivalent made in the Spring testing reflects even more significantly the advance made by the total group from the Fall to the Spring testing. The increase in numbers in the upper equivalent ranges and decrease in the lower equivalent ranges in reading is clearly illustrated here. There was an increase of 36 percent in the number of pupils whose scores were over the Fall national norm.

METROPOLITAN ACHIEVEMENT READING - TITLE I 1968-69 TESTING (NON-PUBLIC)

This table presents the results of the 1968-69 school year testing for Grades Two and Three in non-public schools. Results were not available for the Fourth Grade. The number of pupils whose scores placed them in certain national percentile ranks are provided. These percentiles are related to the grade being tested. This table is related to a similar table for public school pupils.

TABLE 3

METROPOLITAN ACHIEVEMENT TEST READING SECTION

TITLE I TESTING 1968-1969 SCHOOL YEAR*

National Percentile Rank	SECOND-NON-PUBLIC		THIRD-NON-PUBLIC	
	Fall '68	Spring '69	Fall '68	Spring '69
98+	3		1	
98	5		1	
95	12	1	4	2
90	14	6	9	3
85	17	2	16	
80	8	6	6	1
75	18	7	27	6
70	8	5	9	6
65	23	6	10	9
60	5	3	9	6
55	24	6	4	5
50	11	3	13	8
45	7	4	11	9
40	33	6	23	15
35	41	11	13	14
30	20	17	22	14
25	38	32	5	20
20	16	27	19	12
15	43	33	9	25
10	42	29	27	21
5	13	37	29	15
2	6	18	35	4
Below 2		5	14	5
Totals	407	264	316	200
Between 10/90	368	203	232	174
Percentile	(90.41%)	(76.89%)	(73.41%)	(87%)

Note:* Fourth Grade Non-Public Fall '68 Spring '69 Scores Not Available.

Source: Office of Reference and Research, Newark Board of Education. Tabulations by Planners Assoc., Inc.

TABLE 4

METROPOLITAN ACHIEVEMENT TEST READING SECTION

TITLE I TESTING 1968 - 1969 SCHOOL YEAR

National Percentile Rank	SECOND-PUBLIC		THIRD-PUBLIC		FOURTH-PUBLIC	
	Fall '68	Spring '69	Fall '68	Spring '69	Fall '68	Spring '69
98+	2	3		1	1	1
98+	29	6	2		1	
95	24	18	11	5	8	2
90	54	26	15	8	6	18
85	61	22	25	10	11	20
80	32	49	26	10	15	9
75	89	39	36	20	22	33
70	28	36	13	17	23	32
65	120	53	24	34	49	17
60	59	70	17	29	30	50
55	100	64	7	59	85	55
50	56	35	33	47	41	57
45	52	70	40	54	121	131
40	148	51	57	111	68	124
35	213	170	38	109	103	137
30	126	140	89	90	234	111
25	348	239	85	230	118	184
20	191	158	121	214	277	266
15	408	414	188	349	375	387
10	512	385	149	447	287	488
5	282	539	248	520	405	589
2	275	381	346	227	434	490
Below 2	165	276	346	366	192	422
Totals	3374	3244	1916	2957	2906	3623
Between 10/90	2597	1223	968	1127	1047	1522
Percentile	(76.97%)	(37.70%)	(50.52%)	(38.11%)	(36.02%)	(42.00%)

Source: Office of Reference and Research, Newark Board of Education.
Tabulations by Planners Associates, Inc.

METROPOLITAN ACHIEVEMENT READING - TITLE I 1968-69

TESTING PUBLIC

This table presents the results of the 1968-69 school year testing for Grades Two, Three and Four in public schools.

The number of pupils whose scores placed them in certain national percentile ranks are provided. These percentile rankings are related to the grade being tested. This table is related to a similar table for non-public school pupils.

GRADE 3 TITLE I (PUBLIC)

The following table presents the test results of Title I Public schools, Grade Three, in the Fall of 1969 on the Metropolitan Achievement Test.

The number of pupils that score at a given grade equivalent in the various sub-sections of the reading portion of the test is given. The national percentiles for the grade equivalents are also depicted on the table. The Newark medians are all indicated in each of the three sub-sections.

These distributions should be related to the distribution on another table depicting the City grade equivalents and percentiles.

METROPOLITAN ACHIEVEMENT (READING) 3 GRADE CITY-WIDE

TESTING FALL 1969

This table depicts the City percentile distribution of the three sub-segments of the Metropolitan Achievement Reading Tests. The reader is cautioned to note that the percentile as related to grade equivalents is a City distribution. These distributions should be related to the distribution of grade equivalents and percentiles on a national distribution, present in another chart.

METROPOLITAN ACHIEVEMENT TEST - TITLE I 1968-69 - CITYWIDE TESTING GRADE 3

The following table presents the median scores made by Title I Public Elementary Schools on the Metropolitan Achievement Test (Reading Test Scores), for Third Grade in the Fall testing of 1967, 1968 and 1969.[1] The city-wide test score, along with the national norm is included.

The year to year variation in the individual school median would be anticipated. Eight of twenty-eight of these schools were above the City median, eleven were at the City median and nine were below the City median.

It is worth noting that the city-wide median was below the national norm of these tests. The city-wide median was 2.2, while the median for the Title I schools for the same test and time period was in the 1.7-2.0 range in the 1968 testing.

TABLE 5

GRADE THREE TITLE I PUBLIC SCHOOLS

TEST SCORES FALL 1969 METROPOLITAN ACHIEVEMENT TEST

Grade Equivalents	Word Knowledge	National Percentile	Word Discrimination	National Percentile	Reading	National Percentile
7.5						98
7.1 - 7.4					6	
6.7 - 7.0						
6.3 - 6.6						
5.9 - 6.2	2	94			6	91
5.5 - 5.8	20	90				
5.1 - 5.4	21	85	71	87	11	84
4.7 - 5.0	1	78	107	77	38	77
4.3 - 4.6	39	68	143	66	39	70
3.9 - 4.2	81	57	125	55	102	59
3.5 - 3.8	129	46	145	43	132	46
3.1 - 3.4	273	32	323	32	377	31
2.7 - 3.0	478	19	551	20	276	19
2.3 - 2.6	541	9	735 (a)	9	584	10
1.9 - 2.2	1055 (a)	3	780	3	1447 (a)	3
1.5 - 1.8	1086	1	754	1	811	1
1.1 - 1.4	145	Below 1	137	Below 1	70	Below 1
1.0	24		32		15	
Below 1.0	41		36		15	
Total	3936		3936		3929	

(a) Median

National Norm 3.1

Source: Office of Reference and Research, Newark Board of Education. Tabulations by Planners Assoc., Inc.

TABLE 6

METROPOLITAN ACHIEVEMENT READING TEST RESULTS

THIRD GRADE CITY-WIDE TESTING

FALL 1969

Word Knowledge		Word Discrimination		Reading	
Percentile*	Grade Equivalent	Percentile*	Grade Equivalent	Percentile*	Grade Equivalent
95	3.5-5.7	95	4.2-5.3	95	3.5-7.1
85	3.0-3.4	85	3.3-4.1	85	3.1-3.4
75	2.7-2.9	75	3.0-3.2	75	2.6-3.0
65	2.4-2.6	65	2.7-2.9	65	2.4-2.5
55	2.2-2.3	55	2.5-2.6	55	2.2-2.3
45	2.0-2.1	45	2.3-2.4	45	2.1
35	1.9	35	2.1-2.2	35	2.0
25	1.7-1.8	25	1.8-2.0	25	1.8-1.9
15	1.6	15	1.6-1.7	15	1.7
5	Below 1.0-1.5	5	1.0-1.5	5	Below 1.0-1.6

National Norm 3.1

*City Percentile

Source: Office of References and Research, Newark Board of Education. Tabulations by Planners Associates, Inc.

TABLE 7

METROPOLITAN READING TEST RESULTS TITLE I SCHOOLS – CITY-WIDE TESTING PROGRAM* THIRD GRADE 1967 - 1968 - 1969 – FALL

School Code Number	Reading Grade Equivalents: Word Knowledge			Word Discrimination			Reading			Chronological Age		
	1967	1968	1969	1967	1968	1969	1967	1968	1969	1967	1968	1969
10380	2.0	1.8	2.1	2.3	2.0	2.3	2.2	1.8	2.2	8.8	8.8	8.7
09980	2.1	2.1	2.2	2.6	2.4	2.6	2.2	2.1	2.3	8.6	8.7	8.6
09380	2.0	2.0	2.1	2.3	2.4	2.4	2.1	2.1	2.2	8.4	8.5	8.5
	2.0	2.0	1.9	2.2	2.2	2.3	2.1	2.0	2.1	8.6	8.5	8.6
08480	2.2	2.0	2.8	2.5	2.5	3.0	2.2	2.2	2.7	8.7	8.5	8.7
08280	2.0	1.9	2.2	2.2	2.1	2.1	2.0	2.0	2.1	8.7	8.6	8.6
07980	2.1	2.0	2.2	2.5	2.4	2.6	2.2	2.2	2.2	8.5	8.5	8.5
07580	2.0	2.0	2.1	2.6	2.4	2.5	2.1	2.1	2.2	8.8	8.5	8.8
07280	2.1	2.0	2.0	2.4	2.5	2.4	2.2	2.1	2.1	8.7	8.8	8.6
10580	2.2	2.2	2.3	2.6	2.8	2.9	2.3	2.4	2.4	8.5	8.8	8.7
05280	1.9	1.9	2.1	2.2	2.2	2.2	2.1	1.9	2.1	8.5	8.6	8.5
06080	2.0	1.9	2.1	2.2	2.2	2.3	2.1	2.1	2.2	8.7	8.6	8.4
08680	1.9	1.9	2.2	2.1	2.1	2.6	1.8	2.0	2.3	8.9	8.11	8.10
09380	2.0	1.8	2.0	2.2	2.2	2.2	2.1	2.1	1.9	8.4	8.5	8.6
05380	2.0	1.9	2.2	2.2	2.2	2.5	2.1	1.9	2.2	8.6	8.6	8.5
06380	2.1	2.0	2.3	2.6	2.3	2.3	2.2	2.2	2.3	8.5	8.6	8.5
08880	2.1	1.9	2.2	2.5	2.4	2.5	2.2	2.1	2.2	8.5	8.6	8.5
10280	2.4	2.2	2.2	2.8	2.7	2.5	2.6	2.2	2.2	8.6	8.7	8.8
05180	1.8	1.8	2.0	2.1	2.0	2.0	2.0	2.0	2.2	8.6	8.5	8.6
05980	2.0	2.1	2.4	2.5	2.3	2.7	2.2	2.2	2.4	8.4	8.4	8.5
06780	2.1	2.2	2.2	2.3	2.8	2.6	2.2	2.2	2.1	8.5	8.5	8.5
06180	2.1	1.8	2.0	2.3	2.1	2.2	2.2	2.0	2.1	8.9	8.9	8.9
08180	2.2	2.0	2.0	2.6	2.4	2.2	2.2	2.1	2.2	8.8	8.8	8.8
08980	2.0	1.8	2.1	2.2	2.1	2.3	2.1	2.4	2.1	8.6	8.7	8.6
09180	1.8	1.8	2.0	2.2	2.0	2.1	1.9	1.9	2.0	8.6	8.4	8.5
07180	1.7	1.9	2.3	2.1	2.3	2.6	2.0	2.1	2.3	8.7	8.6	8.6
07780	2.2	2.3	2.1	2.9	2.8	2.5	2.5	2.4	2.3	8.7	8.8	8.7
06680	2.2	2.3	2.3	2.8	2.7	2.7	2.4	2.2	2.2	8.7	8.5	8.7
City Median*	2.1	2.1	2.2	2.5	2.4	2.5	2.2	2.2	2.2	8.6	8.6	8.6

National Norm 3.1

Note: *Includes all public school pupils in third grade.

Source: Office of Reference and Research, Newark Board of Education.
Tabulations by Planners Associates, Inc.

TESTING COMMENTARY

In the 1968-69 Evaluation, among other studies, an individual study was made of Fourth, Fifth and Sixth Grade students in the Title I Schools. This study revealed that there had been a significant influence on the pupil's reading scores of pupils in the Title I Program since its inception.

In the 1969-70 Evaluation it was possible to secure a set of longevity data on Title I pupils in the Second Grade and to follow these pupils into the Third Grade. In addition, the available test data from the Third Grade city-wide testing of 1967, 1968 and 1969 were utilized. These data show without question that the reading test scores of these pupils are progressing at slightly more than normal rate. The data clearly indicate that, although these pupils started (as indicated by the testing) below the national norm, they have been steadily improving in Reading. These data refute the "Loban Phenomenon" that "The low group will start reading 1½ years below its chronological age and falls further and further behind with each successive year . . . ."[2]

If there were but one piece of data emerging from this study that could illustrate the effectiveness of the Title I Program in Newark, this alone would be sufficient.

If the tables and charts presented in this study were compared to other large cities, one would find results at the initial stage similar to that existing in Newark. An article (New York Times, February 15, 1970, p. 1) referring to the New York City Schools, quoted below, would illustrate this comparison.

> Results of Metropolitan Achievement test which is designed to measure work knowledge and reading comprehensive, showed the following among the 558,738 pupils tested . . . . one fourth or nearly 135,000 pupils were two years below their grade level. The previous year, one fifth of those tested were two years behind . . . .The 1968-69 scores seemed to show a rise in achievement in the lower grades, with a widening gap between the national norm and test scores here as children advanced through schools. The same is generally true in 1968-69. Dr. Brown attributed this early success to the special reading programs in the lower grades that the Board has sponsored over the past three years . . . .

The test data available from the Newark Title I Program School illustrated that the gap between the national norm and test scores of Program pupils is narrowing.

The data available from the reading laboratories in the secondary schools further illustrate the impact that the Title I Program is making on Reading. The secondary school reading laboratories are basically and specifically orientated toward remediation. The test scores on the Nelson Reading Tests, used as pre- and post-tests, illustrate the growth made by pupils in the laboratories. While the exposure, relatively speaking, to the laboratory is of a short duration, the progress made by pupils is demonstrative. The fact that follow up test data on these pupils (which might determine the maintenance of regression in, or progress toward the reading level reached in the laboratory) are not available would tend to limit the acceptance of these programs as being complete successes.

The same lack of longevity data on the elementary reading tests tends to dampen a too enthusiastic acceptance of the results. However, it is felt that successive data will more than illustrate that the efforts are manifestly achieving the objectives ascribed to the program.*

SECONDARY READING

This section of the report contains the results of random samplings of test results taken from the reading programs in the secondary Title I Schools. The data presented are a continuation of the evaluation of the reading programs at the various levels of the Title I Schools.

The pupils in the secondary reading programs are selected for inclusion in a particular program on the basis of Nelson Reading pre-test scores. The programs vary in length: concentrated three month periods; full semester lengths; and full year periods. The programs are conducted in reading laboratories in which reading level books, various reading machines and audio visual materials are utilized.

The data from the Nelson Reading pre- and post-tests are presented in graphic form on the pages that follow.

While a remarkable small number of pupils either make limited progress or even regress, the vast majority of the pupils make exceptional progress for the short period of time during which they are exposed to the climate of the reading laboratory.

On the basis of the evidence presented in the following graphs compiled from pre- and post-test data from randomly selected Title I Secondary Schools, it must be concluded that the participants in this Program have improved in reading ability during the period they have participated in the reading laboratory, and therefore illustrate substantial progress toward the achievement of the objectives stated for this phase of the Program.

There is no available evidence of subsequent testing, other than the pre- and post-testing, which might be utilized to ascertain if these students have maintained the level reached at the time of the post-test.

The following graphs depict the reading test results of pupils in the secondary schools' reading laboratories. The individual is represented by a line. The base of the line is a representation of his reading score upon entry into the laboratory and the top of the line represents his score upon completing the reading laboratory experience.

Current test data were obtained from randomly selected secondary schools. The test data used were obtained from Broadway Junior High School and the East Side, South Side, and West Side High Schools.

The individual scores are presented on graphs representing each of these schools.

The accompanying table is a presentation of the test data from the Seventh Avenue Junior High School.

The table presents the same basic data as presented in the graphs. The change in pupil performance in the reading laboratory is indicated broadly in the changes in the total score column under grade equivalent (G.E.). Again, it is clear that the individual performs at his ability level and that there are regressions; no discernible changes; and growth, with growth amply documented by the data.

*See generally, Richard J. Light and Paul V. Smith, "Choosing a Future: Strategies for designing and Evaluating New Programs," Harvard Educational Review, Vol. 40 (February 1970) pp. 1-28.

TITLE I SECONDARY SCHOOLS
NELSON READING TEST SCORES
PRE-TEST AND POST-TEST
BROADWAY JUNIOR HIGH SCHOOL

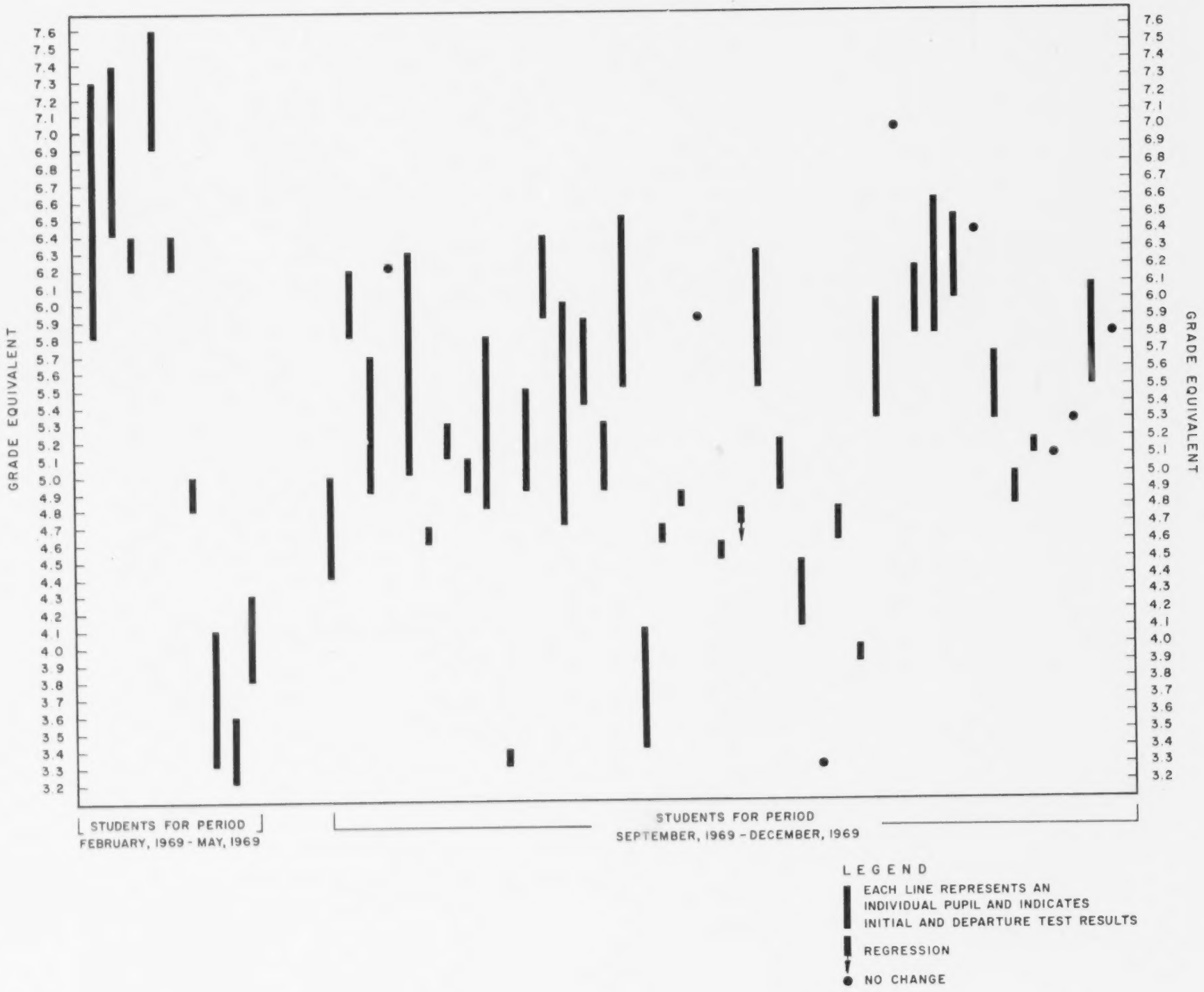
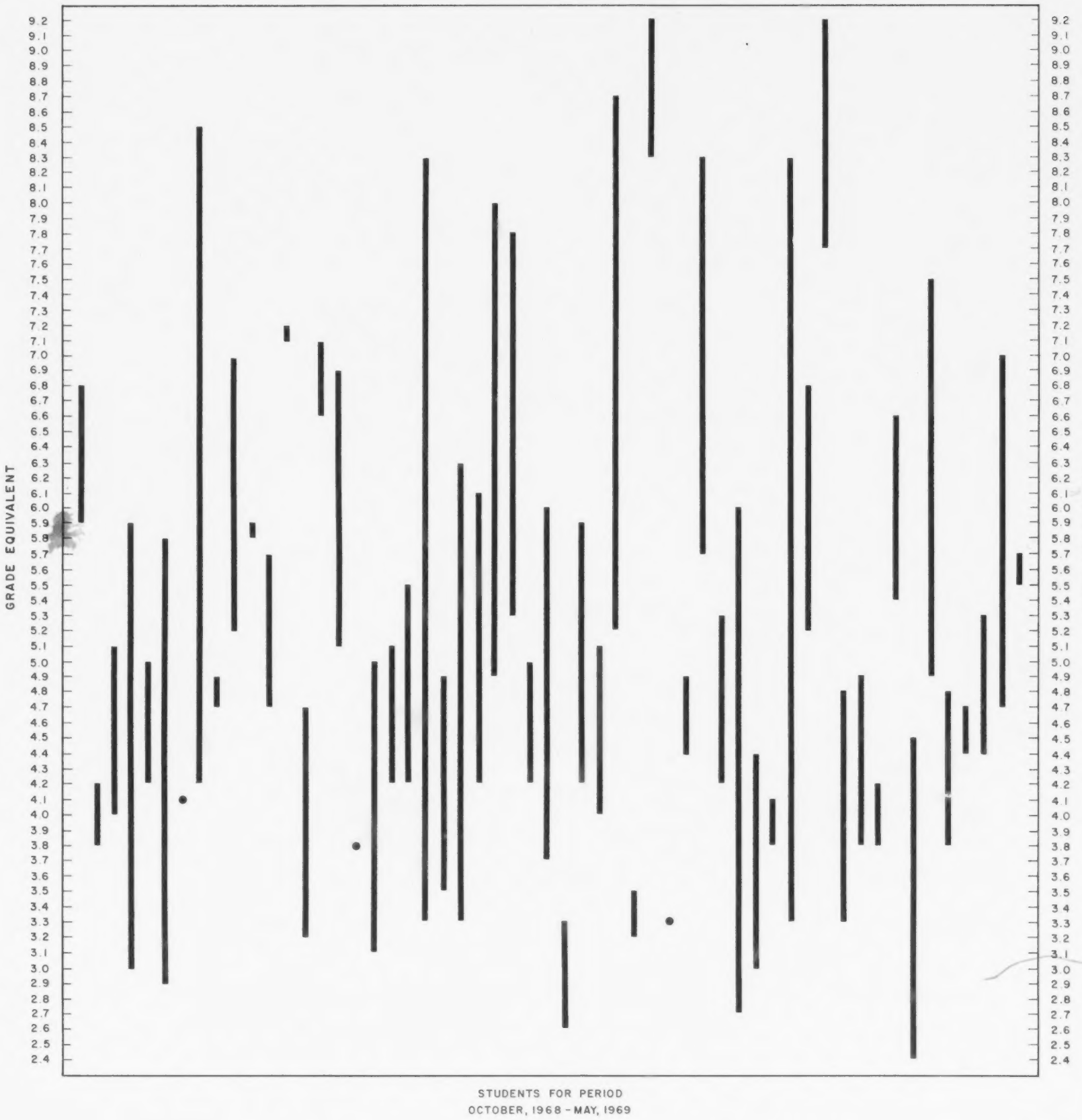

GRADE EQUIVALENT
7.6 7.5 7.4 7.3 7.2 7.1 7.0 6.9 6.8 6.7 6.6 6.5 6.4 6.3 6.2 6.1 6.0 5.9 5.8 5.7 5.6 5.5 5.4 5.3 5.2 5.1 5.0 4.9 4.8 4.7 4.6 4.5 4.4 4.3 4.2 4.1 4.0 3.9 3.8 3.7 3.6 3.5 3.4 3.3 3.2
STUDENTS FOR PERIOD
FEBRUARY, 1969 - MAY, 1969
STUDENTS FOR PERIOD
SEPTEMBER, 1969 - DECEMBER, 1969
LEGEND
EACH LINE REPRESENTS AN INDIVIDUAL PUPIL AND INDICATES INITIAL AND DEPARTURE TEST RESULTS
REGRESSION
NO CHANGE

FIGURE 4

TITLE I SECONDARY SCHOOLS
NELSON READING TEST SCORES
PRE-TEST AND POST-TEST
EAST SIDE HIGH SCHOOL



LEGEND

EACH LINE REPRESENTS AN INDIVIDUAL PUPIL AND INDICATES INITIAL AND DEPARTURE TEST RESULTS

● NO CHANGE

FIGURE 5

TITLE I SECONDARY SCHOOLS
NELSON READING TEST SCORES
PRE-TEST AND POST-TEST
SOUTH SIDE HIGH SCHOOL

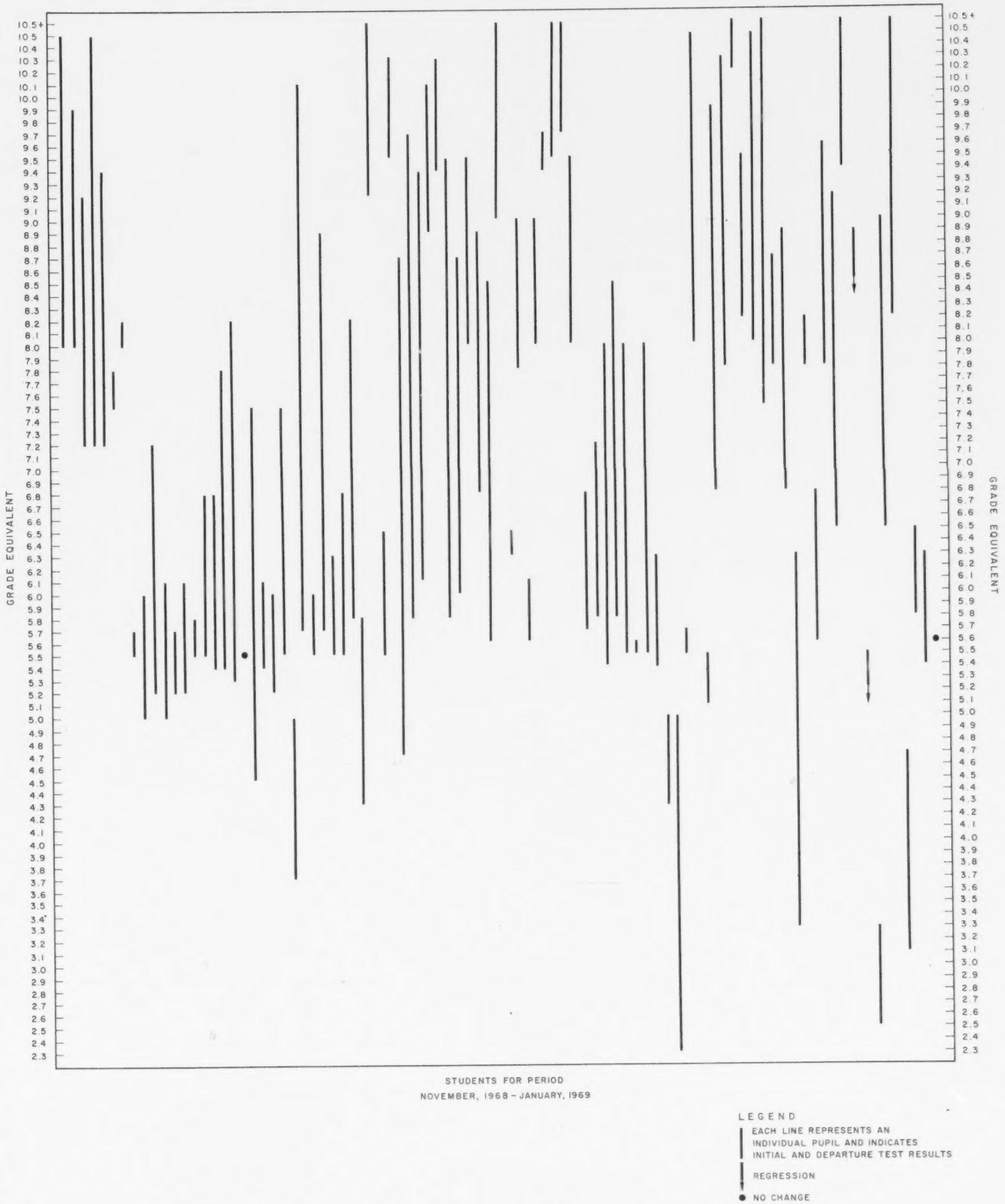


FIGURE 6

TITLE I SECONDARY SCHOOLS
NELSON READING TEST SCORES
PRE-TEST AND POST-TEST
WEST SIDE HIGH SCHOOL

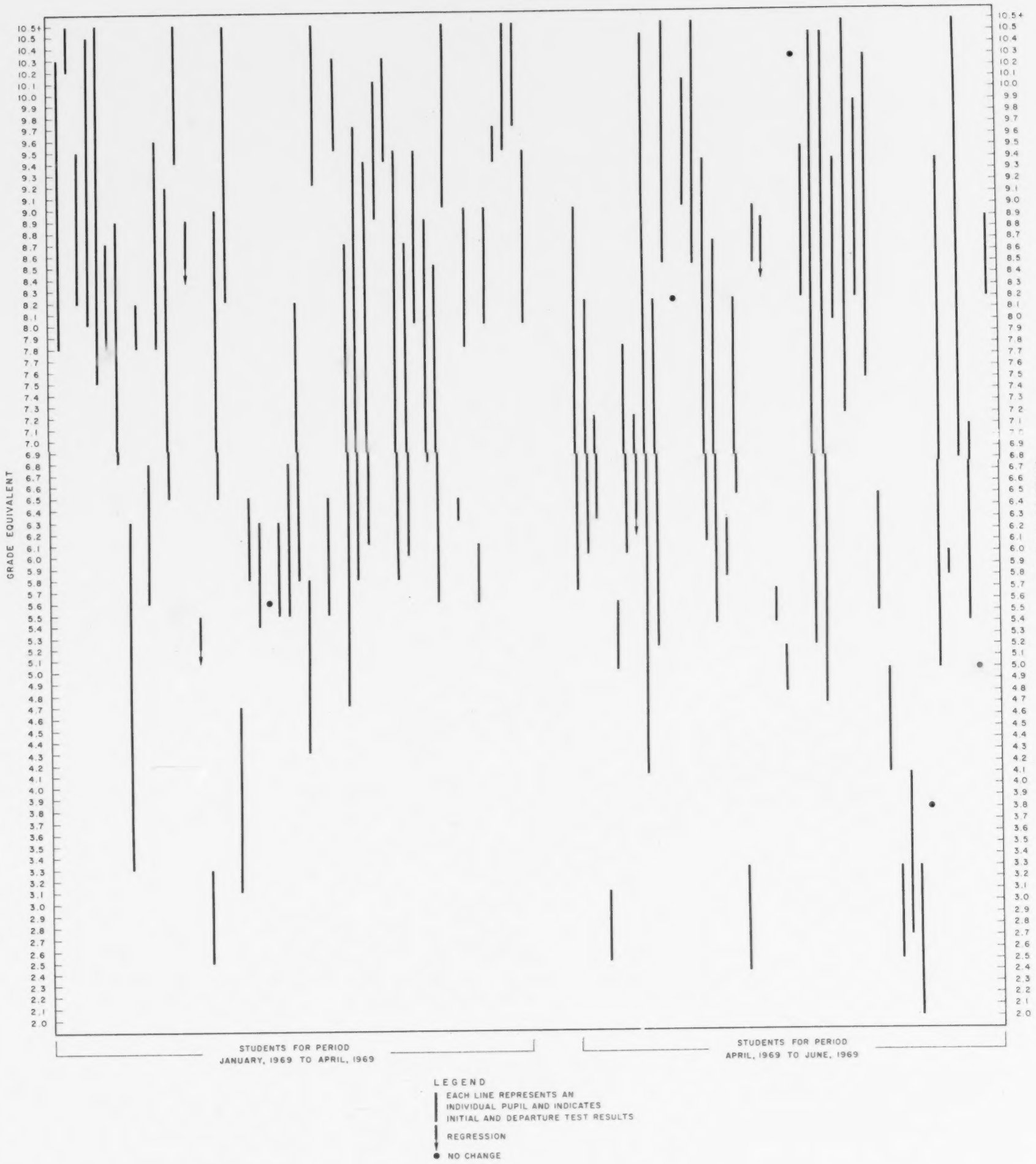


FIGURE 7

TABLE 8

TITLE I READING TEST SCORES NELSON READING TEST. SEVENTH AVE.

JUNIOR HIGH SCHOOL GRADE NINE – NOVEMBER 1968 AND MAY 1969

PUPIL	NOVEMBER SCORES			MAY SCORES			PUPIL	NOVEMBER SCORES			MAY SCORES		
	RS	GE	PR	RS	GE	PR		RS	GE	PR	RS	GE	PR
1	65	5.6	3	5	6.9		46	84	6.7	15	94	8.7	34
2	57	5.1	2	46	4.5	2	47	109	9.2	45	111	9.8	55
3	49	4.6	2	52	4.6	2	48	95	7 9	26	94	8.3	30
4	50	4.6	2	45	4.5	2	49	97	8.2	28	114	10.0	60
5	77	6.2	9	77	6.3	13	50	96	8.0	27	114	10.0	60
6	57	5.1	2	47	4.6	2	51	71	5.9	6	85	7.3	20
7	96	8.0	27	116	10.2	62	52	80	6.4	12	78	6.4	14
8	57	5.1	2	56	5.0	2	53	103	8.8	37	111	9.8	55
9	76	6.2	8	68	5.5	8	54	115	9.7	54	91	8.0	26
10	87	7.0	17	84	7.1	19	55	116	9.8	56	115	10.1	61
11	124	10.5	69	132	10.5	83	56	87	7.0	17	94	8.3	30
12	106	9.0	40	105	9.2	45	57	116	9.8	56	109	9.6	52
13	123	10.5	67	127	10.5	76	58	112	9.4	49	102	9.0	40
14	90	7.3	20	81	6.8	16	59	92	7.5	24	89	7.8	24
15	98	8.3	30	117	10.3	63	60	92	7.5	24	97	8.6	33
16	80	6.4	12	75	6.1	12	61	84	6.7	15	83	7.0	18
17	121	10.3	64	111	9.8	55	62	61	5.4	3	64	5.3	5
18	107	9.1	42	108	9.5	50	63	73	6.0	6	88	7.6	23
19	66	5.6	3	67	5.4	7	64	103	8.6	37	92	8.1	27
20	98	8.3	30	91	8.0	26	65	44	4.2	2	43	4.3	2
21	105	9.0	39	107	9.4	48	66	65	5.6	3	76	6.2	13
22	86	6.9	16	101	8.9	38	67	78	6.3	10	81	6.8	16
23	93	7.6	25	100	8.8	36	68	66	5.6	3	61	5.2	3
24	72	5.9	6	89	7.8	24	69	68	5.7	4	67	5.4	7
25	97	8.2	28	97	8.6	33	70	67	5.7	4	42	4.2	2
26	111	9.4	48	135	10.5	86	71	42	4.1	2	46	4.5	2
27	7	8.2	28	59	5.1	3	72	21	2.4	1	41	4.1	2
28	86	6.9	16	76	6.2	13	73	90	7.3	20	77	6.3	13
29	91	7.4	22	86	7.4	25	74	66	5.6	3	84	7.1	19
30	90	7.3	20	85	7.3	28	75	68	5.7	4	86	7.4	21
31	93	7.6	25	76	6.2	13	76	81	6.5	12	87	7.5	22
32	93	7.6	25	91	8.0	26	77	49	4.6	2	66	5.4	6
33	111	9.4	48	110	9.7	53	78	108	9.2	43	121	10.5	70
34	123	10.5	67	126	10.5	75	79	76	6.2	8	80	6.6	15
35	110	9.3	46	104	9.1	44	80	75	6.1	7	79	6.5	15
36	81	6.5	12	76	6.2	13	81	63	5.5	3	61	5.2	3
37	82	6.6	13	72	5.8	10	82	71	5.9	6	76	6.2	13
38	71	5.9	6	89	7.8	24	83	78	6.3	10	89	7.8	24
39	88	7.1	18	89	7.8	27	84	55	5.0	2	49	4.7	2
40	113	9.8	56	122	10.5	71	85	70	5.8	5	64	5.3	5
41	115	9.7	54	125	10.5	74	86	102	8.7	36	108	9.5	50
42	79	6.4	11	77	6.3	13	87	48	4.5	2	53	4.8	2
43	103	8.8	37	100	8.8	34	88	47	4.4	2	33	3.5	2
44	99	8.5	32	107	9.4	48	89	77	6.2	9	56	5.0	2
45	113	9.5	50	126	10.5	7	90	50	4.6	2	53	4.8	2

TABLE 8

(CONT'D)

PUPIL	NOVEMBER SCORES			MAY SCORES			PUPIL	NOVEMBER SCORES			MAY SCORES		
	RS	GE	PR	RS	GE	PR		RS	GE	PR	RS	GE	PR
91	116	9.8	56	107	9.4	48	122	64	5.5	3	61	5.2	3
92	97	8.2	28	101	8.9	38	123	68	5.7	4	59	5.1	3
93	75	6.1	7	71	5.7	9	124	92	7.5	24	108	9.5	50
94	58	5.2	2	64	5.3	5	125	39	3.8	1	43	4.3	2
95	121	10.3	64	130	10.5	81	126	76	6.2	8	87	7.5	22
96	79	6.4	11	73	5.9	11	127	53	4.8	2	60	5.1	3
97	63	5.5	3	63	5.3	4	128	77	6.2	9	80	6.6	15
98	28	2.9	1	38	3.9	2	129	92	7.5	24	100	8.8	36
99	77	6.2	9	73	5.9	4	130	61	5.4	3	81	6.7	16
100	58	5.2	2	55	4.9	2	131	60	5.3	2	71	5.7	9
101	45	4.3	2	52	4.8	2	132	51	4.7	2	52	4.8	2
102	95	7.9	26	72	.8	10	133	63	5.5	3	68	5.5	8
103	90	7.3	20	79	6.5	15	134	22	2.5	1	33	3.5	2
104	95	7.9	26	93	8.2	28	135	50	5.3	2	63	5.3	4
105	78	6.3	10	69	5.5	8	136	57	5.	2	41	4.1	2
106							137	43	4.2	2	44	4.4	2
107	72	5.9	6	79	6.5	15	138	81	6.5	12	69	5.5	8
108	86	6.9	16	70	5.6	9	139	87	7.0	17	81	6.8	16
109	83	6.7	14	81	6.8	16	140	71	5.9	6	63	5.3	4
110	56	5.0	2	55	4.9	2	141	53	4.8	2	62	6.2	4
111	68	5.7	4	59	5.1	3	142	60	5.3	2	61	5.2	3
112	69	5.8	5	55	4.9	2	143	68	5.7	4	72	5.8	10
113	68	5.7	4	87	7.5	22	144	71	5.9	6	62	5.2	4
114	60	5.3	2	73	5.9	11	145	40	3.9	1	33	3.5	2
115	89	7.2	19	80	6.6	15	146	77	6.2	9	61	5.2	3
116	70	5.8	5	60	5.	5	147	68	5.7	4	53	4.8	2
117	66	5.6	3	74	6.0	11	148	81	6.5	12	81	6.8	16
118	75	6.1	7	77	6.3	13	149	60	5.3	2	47	4.6	2
119	74	6.0	7	80	6.6	15	150	28	2.9	1	41	4.1	2
120	71	5.9	6	72	5.8	10	151	62	5.4	3	68	5.5	8
121	55	5.0	2	55	4.9	2	152	43	4.2	2	48	4.2	2

Source: Office of Reference and Research, Newark Board of Education. Tabulations by Planners Associates, Inc.

SPRING 1969 AND 1970 TEST DATA

The final presentation of test data consists of an examination of Spring 1969 and 1970 scores for Title I pupils in Grades One through Twelve. Participants who were selected for Title I based on their Spring 1969 Reading level were assessed twelve months later for achievement gains. Not all pupils were tested on both occasions; therefore, it is not known how the scores of those pupils not tested would have affected the performance of Title I assisted pupils for any given grade.*

Figure 8 which follows displays the difference between 1969 and 1970 test data for each grade. All participants whose achievement was assessed by the Metropolitan Batteries are represented on this graph. It should be observed that in almost each phase of comparison, positive change has occurred. The exception to this condition developed in Grade 7 (Spring 1970) with modal tendency dropping from 3.85 to 2.65 grade-equivalent units during the twelve month time interval. This negative phenomenon should probably be viewed with some caution in that it is inconsistant with the other observed data. It seems unlikely that a decline (1.2 grade-equivalents), would have occurred in only that grade unless one allows for a plateua-effect which must be viewed within the context of social maturation and patterns of educational transaction, not itself atypical of national experience which has been long observed.** From a total perspective (excluding Grade 7), mean progress of +0.3 to +2.1 grade equivalent units was manifested with progress in the upper grades reflecting the most significant gains.

Grades Nine through Twelve were measured with the Nelson Batteries. As demonstrated graphically, growth for most of these enrollees was above the national norm (1.0 grade-equivalent units) with greatest impact apparent in the Twelfth school year (+1.6). Further comparison of the mean change, parallels the positive relationship with gains ranging from +0.8 to +1.0 grade equivalent units. The reader is cautioned in reviewing these statistics that the sample size for grades Eleven and Twelve were less than fifty percent of the total enrollment and therefore central tendency measures may not be reliable and would suggest that in the future more data be recorded for use in achievement evaluation.

*For presentation of distribution statistics see Appendix: Test Analysis Samples – Spring 1969-1970.

**See in this connection, the first national assessment of Title I efforts: Title I: An Evaluation (Washington: Government Printing Office, 1970) which assessed the totality of the 1968 programs.

COMPARISON OF MODAL PERFORMANCE CHANGE

VERSUS

GRADE LEVEL

TITLE I STUDENTS GRADES 1 THROUGH 12

MAY 1969 - MAY 1970

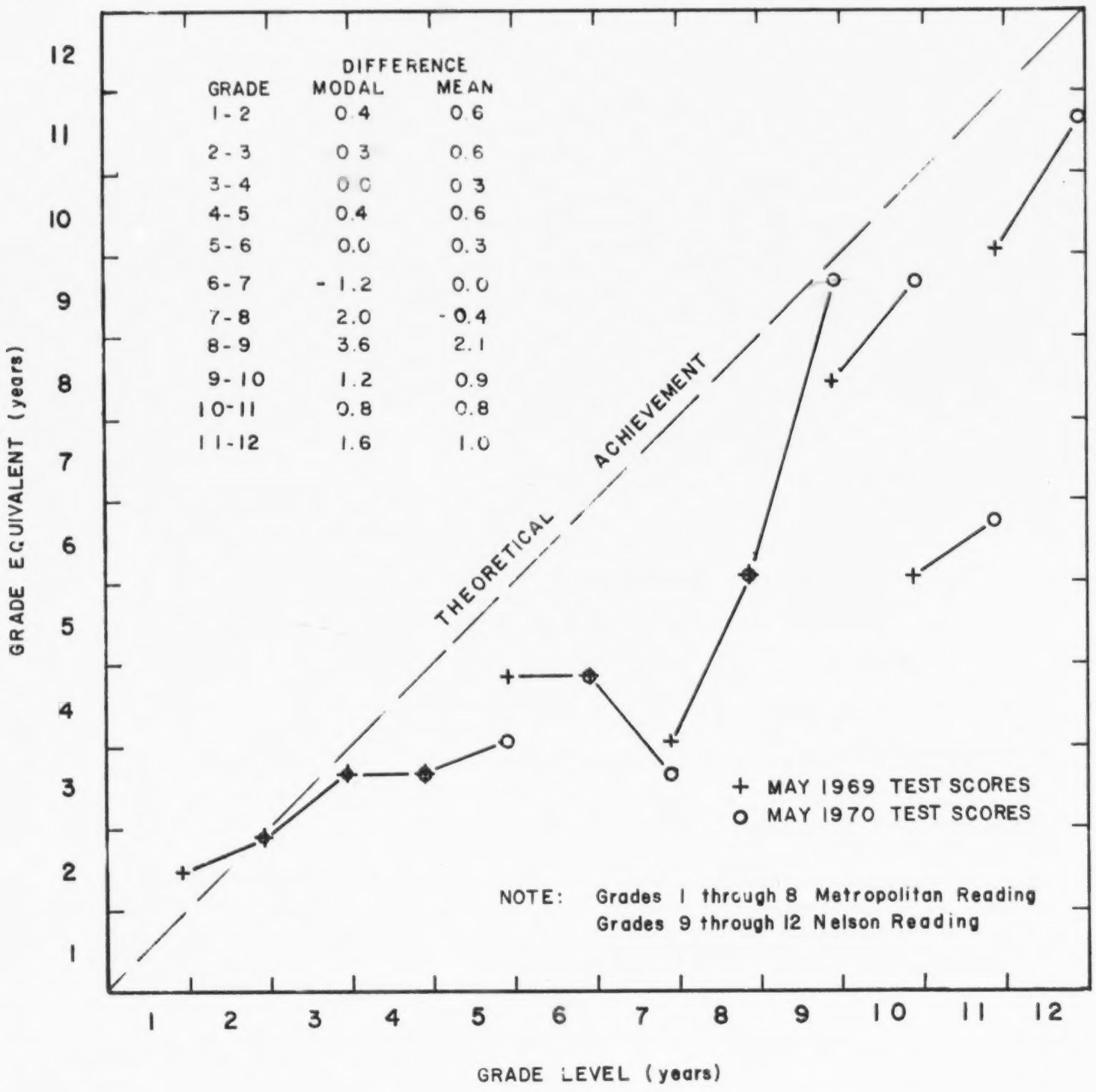


FIGURE 8

SUPPORTIVE SERVICES

To evaluate the supportive services portion of the Newark Title I ESEA Program of 1960-1970, Dr. Harold Ruvin was engaged by Planners Associates, Inc. Dr. Ruvin is Professor of Special Education at Boston University and the Director of the New England Materials Instruction Center for Special Education. Dr. Ruvin's evaluation follows and is presented in two parts. The first part is the evaluation report. The second part (See Appendices- Exhibits I-VI) is some of the basic data source used in the evaluation and is presented as supportive data for this phase of the evaluation.

EVALUATION OF SUPPORTIVE SERVICES

On the basis of my observations and my discussions with teachers and appropriate supervisory personnel of the City of Newark, it is my considered opinion that Title I funds are used as supplemental to and supportive of programs for disadvantaged children. I am, in fact, struck with the fiscal commitment of the City to serve its young citizens. The average per capital expenditure for the City is $916.35, well over three-hundred dollars above the State average. Some of the Title I programs expand this commitment to provide more intensive services. Such is the case for dental and medical services, attendance, and social work and psychological services.

Dental and medical services were extended to children not covered through regular programs. There were more intensive medical, dental, nursing and other paramedical services. The number of referrals to school and community agencies was increased. Of the almost 800 physicians in Essex County fewer than ten percent practiced in the City of Newark. Of necessity, medical and dental services for the large number of disadvantaged children have had to be provided within the school system. (See Exhibit I for the statistical report of the month of October 1969 as an example of extra cases served.)

A major problem exists in the High Schools related to a low percentage of attendance. Nine special attendance officers were added to regular staff and served in secondary schools. Coordination of social workers' home visits, police programs, and court efforts were among some of the activities related to the improvement of attendance. An additional person was assigned to the attendance staff as a special investigator concerned with improved security practices related to Title I equipment.

Social work efforts were intensified by the addition of seven social workers and a social work supervisor responsible for the efforts of social work interns from the Rutgers University graduate program who were pledged to eventual service with Newark. The additional social workers were in addition to those already in the employ of Newark and were placed in Title I Schools. (See Exhibit II for a comparison of social work services in Title I Schools before and after the advent of Title I.)

Psychological and other services included four additional days of psychiatric services, one additional psychologist, and extra speech therapist and the contracted use of a public mental health facility. This contracted use of an outside agency for specific work with Title I children in need of psychological services does provide a significant increase of direct services to target children. (See Exhibit III.)

A useful and innovative approach is seen in the commitment of Newark to further develop a trained cadre of individuals. The inclusion of a group of Title I Teacher Aides from the target population into two career ladder training programs at Livingston College and Newark State College is one such example. Another good example of a unique way of recruiting lies in the use of social work trainees from the graduate training program at Rutgers. These trainees are supervised by Newark and are pledged to work in Newark after graduation.

There does exist community organization and parental involvement in the individual Title I programs. There also exist Advisory Committees to the programs on a local, regional and city-wide basis.

I also note the great extent of efforts to involve the non-public schools of the City with Title I. Of the total of 63 Title I programs, 12 are located in non-public schools.

The central administration of Newark demonstrates a genuine concern that Title I is a going effort. Information about programs in each of the 63 schools is shared among the Title I staff and generally, the morale of Administrators and Project Coordinators is quite high.

Finally, it appears, that the City is committed to its staff. If Title I funds stop, most of the programs, presumably, will be picked up by Newark. Aides, social workers, Project Coordinators and other staff could be absorbed into regular staff on a priority basis. (See Exhibit IV for a list of officials seen and places visited.)

The problems arising in the Newark school system are those contributed in large measures by the magnitude of the problems of the City. These massive problems are not easily solved through a comparatively minor funding program. Thus, the success of the Title I programs, useful as they are, do not markedly effect the total range of problems of disadvantaged children in the schools.

With a background in special Education, I also had the opportunity to look at some of the Education Programs for the handicaped. I visited the Learning Center at the Eighteenth Avenue School, the Bruce Street School for the Deaf, the Montgomery School for the educable Retarded and the South Eleventh Street School for Trainable Children. I was impressed by the commitment of funds to programs in Special Education.

There are some issues that, in my judgment, need resolution which would well contribute to the improvement of Special Education programs and some of the Title I programs. These include:

1. The lack of coordination and planning of the total programs of Special Education. This includes the involvement of Title I personnel and programs along with committed funds to Special Education programs.

2. The issue of complete separation of special class programs form each other.

3. The lack of space for program development.

4. The lack of publicity for the very positive programs instituted by both Title I and the City.

5. Inconsistent reporting practices.

6. Failure of central staff to fully apply the already considerable knowledge known to them regarding how children learn.

I would make the following recommendations which can contribute to the resolution of the above problems and issues:

1. The development of a full-time Office of Special Education Programs for the City of Newark. This Office would be charged to coordinate all Special Educational programs, to develop a total Special Educational plan, to develop new and supplementary programs, to initiate grants, to plan budgets, to recruit staff, to upgrade instruction and to be generally responsible for other factors related to Special Education. This Office should be charged with evaluating segregated programs and other specific practices unique to Newark and with a view toward future courses of actions.

2. The organization of an Instructional Materials Center. This Center would provide for wider services than just library loans. The Center should draw from the strengths of the various Special Education programs; should share ideas, methods and materials; and have major responsibility for in-service training programs. This Instructional Materials Center would be seen as a strong unifying influence. Certainly, The George Washington IMC could well provide free consultive services for this aspect.

3. The Learning Center located at the Eighteenth Avenue School should be expanded. This could be seen as part of the Instructional Materials center. More importantly, the Center should be seen as one future model of Special Education; a research arm related to solving the learning problems of children who don't seem to learn within the regular context of education. As the Learning Center begins to work, its ideas and methods can be shared not only with Special Class teachers but also with regular class teachers who have children who are disadvantaged learners. This Learning Center as I observed it with its current limitations, is still one of the most exciting programs in Newark and has great potential for helping to train teachers to think of themselves as prescriptive educators.

4. The Vocational Rehabilitation Program of the School of Trainable Children is an exciting one in terms of its potential. Implications of a workshop program for curriculum development and work placement are very important within the framework of a total City plan for trainable children.

5. One of the functions of the Offices of Special Education should be some attempt to regionalize services for handicapped children. An outreach to suburban communities is conceivable, practical and useful for both Newark and suburban communities.

6. The educational community suffers because it does not do an adequate public relations job. I am not referring to huckusterism but rather to the concept that citizens who know about programs, are concerned and involved and do support these programs. A staff of one skilled individual and a secretary can do much to alert the citizenry and the power structure of what schools do. Newark does deserve a better image especially when one views the major financial commitment to children already in effect.

7. One of the major functions of the Instructional Materials Center must lie in its ability to translate research findings and information about effective programs in such a way that the teaching staff is alerted to positive implications.

8. The inconsistency of reporting of services is seen in the strong way that medical and psychological services are reported contrasted with little or no reporting in kinds and contacts made by Attendance Staff. The Central Office could improve this by helping Attendance, for example, develop a useful reporting procedure.

In conclusion, I would like to reiterate my respect for the overall commitment to disadvantaged and handicapped children that is made by the City of Newark. Failures and deficiencies that exist are not generally those due to intent and ineptitude but rather to serious shortages of funds exacerbated by a massive group of problems arising out of a great city in the throes of social change and inner decay.

* * * *

PARENT-PUPIL INTERVIEWS

As part of the 1969-70 Evaluation interviews were conducted with parents and children in Title I Schools. These interviews were conducted by parents residing within school attendance areas. The interviewers were selected by the Regional Parent Advisory Committees. Each of the interviewers interviewed eight persons (two parents and two pupils, in sequence) using a prepared interview schedule. The interviewers were selected by the local administrator of a randomly selected school (the school used was determined by Planners Associates, Inc.). Twenty schools were used in this part of the evaluation.

The purpose of this phase of the evaluation was to further validate the Parent and Pupil Questionnaire/Opinionnaire survey and to seek more in depth responses to certain questions.

IN-SCHOOL YOUTH INTERVIEWS

The youths were interviewed at 18 different locations throughout the City. Thirty-five youths were interviewed, 22 of those interviewed were female, 13 were male. The median age was 11 to 13.

An almost equal number of the pupils interviewed indicated that they were aware of the Pupil Questionnaire/Opinionnaire; 57% of the respondents indicated that they were not; while 40% stated that they had completed a Pupil Questionnaire/Opinionnaire for the Title I Evaluation. Thirty-one or 88.5% stated that their school had a Title I Program; 62.8% of those stating they attended a school with Title I Program indicated that they participated in a Title I Program. There was an equal number (14) that participated in Reading and the Enrichment Programs. An equal number (4) participated in the English Language-Arts Program and the Mathematics Program. Participation was also indicated for the Science and the Work-Study Program. None of the "English as a Second Language" Program. Twenty-three responded to the question, "Do you think the Title I Program is helping you?": of these, 21 indicated that they thought it was helping them.

Thirty-four respondents stated that there was a television in their home; while 14 of the total respondents indicated that there was but one television set in the home, the median was 2 television sets in the home (1.9). The respondents indicated that slightly more than one of the television sets worked (1.6). Forty-five percent of the youth respondents indicated that they did not know whether the set was purchased on installment plan or not. Thirty-five percent of the respondents indicated that they did not know if the sets were fully paid for, while eight indicated yes, and nine indicated no; 65.7 percent of the respondents (23) reported that the family owned an automobile. One of the respondents stated the family owned three automobiles per family. At least one of these automobiles was reported as being in running condition. Eight of the respondents reported that they did not know how many of the automobiles were fully paid for although eleven stated that one had been paid for in full.

Twenty-five of 34 respondents reported that they received a daily newspaper at home. Fifteen of 27 respondents stated that a paper was purchased. The median number of papers was 1.6.

Nineteen of thirty-five respondents stated that the family had magazines delivered by mail to their home. The median number of magazines received at home was 2.3.

Twenty-eight (80%) of the respondents indicated that their family had a book collection at home. The median number of books in the collection ranged from 10 to 20, and these books were 77.8% hardcover books.

Twenty-four (70.6%) reported that the family had an encyclopedia at home. Of those indicating the possession of an encyclopedia, 70.8% stated it was a multi-volume set. The median length of time that the encyclopedia had been in the home was in the one to three years range; 45% of the respondents indicated that the encyclopedia was purchased from a salesman; 35% from a bookstore and 10% stated that they did not know where the encyclopedia had been purchased.

A total of 85.7 percent (30) of the respondents reported that they had a dictionary in their home. Nearly 14% (13.79%) indicated that there were three or more dictionaries in the home, while 51.7% stated that there was but one dictionary in the home.

Eighty-two and eighty-five hundredths percent of the respondents stated that they did not speak any other language than English in their home. Of those who indicated that they spoke a language other than English at home, the most predominant was Spanish, followed by German and Swedish.

Seventy-one and forty-two hundredths percent stated that a father as well as a mother lived in the family home and in addition they indicated that there were 1.6 other adults living in the home. These respondents indicated that there was an average of 2.0 boys and 1.7 girls in the family.

Sixty-eight and fifty-seven hundredths percent of the respondents stated that the father or mother had talked to them about finishing high school; 77.14% (27) indicated that the father or mother talked to them about the kind of a job they might hold in the future.

Thirty-one of thirty-five respondents stated that they really like school. The four whose response was not positive indicated that they liked school sometimes.

An equal number of the respondents (26) stated that, before they started school, their father or mother tried to teach them the alphabet, and their name and address; 25 respondents reported that attempts were made to teach them to count; 24 respondents indicated that the father or motherhad read to them. Only eight stated that they did not remember any of these activities on the part of the parent.

Thirty of the thirty-five respondents said that they borrowed books from the public library.The rank order of the kind of reading they do mostly, as indicated by their responses, was: paperback,hardback books, comic books, magazines, newspapers.

Thirty-two of thirty-five respondents reported that they had not attended any other schoolthan this one this year. The median, of those who had, were two other schools, and of these one was utside of Newark.

The respondents reported their median absence from school, during this school year was oe to three days; 22 of the respondents said that the absence was mainly due to sickness. Only one reportd that he had cut.

These respondents, and equal number of Title I and non-Title I pupils, were interviewed us:g a prepared interview schedule by persons selected from the five regional councils of the Title IAdvisory Committees. The locations used were St. Charles Boromeo, Clinton Ave., So 8th Street, St. ugustine, Lafayette, Girls' Trade, Peshine Ave., Bergen St., Wickliff, West Side High, Hawkins St., Wilson ve., Avon Ave., Miller St., Warren St., Central High, Camden Street, and 14th Ave. Schools.

ADULT INTERVIEWS

These interviews took place in 19 identified locations. Ninety-seven percent (34) of the respondents were female. The median age of the respondents was in the 35 to 39 years of age bracket.

Sixteen (47.1%) of the respondents stated that they had completed the Parent Questionnaire/ Questionnaire for Title I evaluation. All of the respondents said that their child's school is a Title I

Program. Two of the parents indicated that they did not know if their child participated in a Title I Program. Nine said that their child did not and 24 reported that their child did participate in a Title I Program. The Programs in which their children participated as reported by the respondents were, in rank order, Reading Enrichment, English-Language Arts, Science, Mathematics, and equally Science and Work-Study. No respondent reported that their child participated in "English as a Second Language" Program.

All of the respondents said that there was a television in the home. The average number of television sets was 1.9. Of these, 1.7 were reported as being functional; 58.6% (18) of the respondents stated that the set was purchased on an installment plan. The respondents reported an average of 1.6 of the sets as being paid for in full.

Twenty-four (68.57%) of the respondents reported that they owned an automobile. The median number of automobiles owned by the respondents was one. The respondents stated that all of their automobiles were in working condition. One respondent reported that this vehicle had not been fully purchased.

Twenty-nine (82.85%) of the respondents reported that they received a daily newspaper; 52.25% (18) said that the paper was picked up. The average number of papers per home per day was 1.4; 71.42% (25) of the respondents said that they had magazines delivered by mail. The respondents reported that an average of 3.1 subscribed magazines were delivered to the home; 85.29% (29) of the respondents stated that they had a book collection in their home, and the mean number of volumes in the collection was 15 to 20. Twenty-six respondents reported that most of the books were hard covered books.

Twenty-seven of the respondents said that they had encyclopedias in their home, and of these, 20 reported that it was a multi-volume set. The median period of time that they had had the encyclopedia was one to three years, while 15 said that they had had the encyclopedia for more than four years. Seventeen of the respondents said that they had purchased the encyclopedia from a salesman, five from a bookstore, and two from a supermarket. Thirty-three of 35 respondents stated that they had a dictionary in the home. The average number of dictionaries reported by the respondents was two.

Four of 35 respondents indicated that they spoke another language other than English in their homes. These languages were Portugese, Spanish, and Italian.

Nineteen (59.37%) of the respondents indicated that the father, as well as the mother, lived in the family home, and that there was an average of 1.6 other adults living in the home. The respondents indicated a median of two male and female children in the home.

Thirty-four of 35 respondents said that they had talked to their child about finishing high school. Thirty-two of 34 respondents stated that they talked to their child about what kind of occupation he might engage in when he left school.

In response to the question "Do you think your children really like school?", 29 thought their child did, and six said that some of them did.

An equal number (33) of parents reported that they tried to teach the child to count and tried to teach him his name and address before he started school. Twenty-eight stated that they tried to teach their child the alphabet and 31 said that they had read to the child before he had started school. It is interesting to note that, in this instance, both the children and the adults agree that, before the child started school, the most common thing the parent did was to try to teach the child his name and address and the alphabet.

Thirty of the parents reported that their school had a Title I Advisory Committee, while three stated that there was no such Committee in their school. Of those responding that the school had a Title I

Advisory Committee, 17 said they were members and 11 indicated they were not members. In rank order, the respondents said that they felt the purpose of the Title I Advisory Committee was, "to improve school community relations"; "to obtain community involvement and guidance in school program"; "plan and coordinate Title I activities"; and "to 'sell' Title I to the community".

Thirty of the respondents said that they had talked to someone at the school about their child's behavior or studies, while five respondents said that they had not. In rank order, the persons they had talked to were: the Teacher, the Principal, the Vice-Principal, the Teacher Aide, and the Guidance Counselor (1 respondent).

Seventeen respondents reported that they had not always lived in Newark. The median period of residence, as indicated by these respondents was more than seven but less than 10 years.

Thirty-one respondents stated that their children borrowed books from the school or public library, while three reported that their children did not. The respondents said that their children mostly read (in rank order) paperbacks, magazines, comic books and newspapers.

Only one of the respondents interviewed stated that their child had attended another school other than this one this year, and that respondent indicated that the school was outside of Newark.

The parents reported the median absence from school of their child was one to three days and the majority said that the cause of absences was sickness. One respondent reported that his child had been absent without cause.

These adult interviews were conducted by persons selected by the Regional Title I Advisory Committees. The local school was requested to arrange the interviews with parents who were in equal number, parents of Title I and non-Title I children.

The locations for these interviews were St. Charles Borremeo, Clinton Avenue, So. 8th Street, St. Augustine, Lafayette, Girl's Trade, Peshine Ave., Bergen Street, Wickliff, West Side High, Hawkins Street, Wilson Avenue, Avon Ave., Miller St., Warren St., Central High, Camden St., and 14th Ave., Schools. Two interviews were conducted in the home of the respondents, and one location was not identified on the interview schedule.

The adult interviews, as well as the youth interviews, were conducted using a prepared interview schedule.

The following persons conducted both the parent and youth interviews: Mrs. Gladys Lampkin, Mrs. Helen Williams, Mr. Charles Mabray, Mrs. Beanty Webster, Mrs. Mildred Hacela, Mrs. Christine Lacey, Mrs. Eulamae Orr, Mrs. Gail Johnson, and Mrs. Alvahateen Anderson.

TEACHER QUESTIONNAIRE/OPINIONNAIRE

The responses of 85 Non-Project Teachers and 83 Project Teachers are incorporated into this portion of the report. The teachers represent those who instruct in all grades, and in the categorization of upgraded and special classes for mentally and physically handicapped. This latter group represented the largest block of teachers responding to the Questionnaire in the Non-Project Teacher category. The next largest group in this category was Ungraded, Sixth Grade, Fifth Grade, Fourth Grade, Third Grade, and Tenth Grade in descending order, with the other grades being represented by approximately the same number of teachers. The Project Teacher's largest numerical block was represented by the Third Grade. The Elementary School Grades One through Eight were nearly equally represented by respondents.

Sixty-nine percent of the respondents of the Non-Project Teacher category were female. Seventy-eight percent of the respondents to the Project Teacher category were female. Median age of the

Non-Project Teacher was 30 to 34 and the median age of the Project Teacher was 35 to 39.

The median years of full time teaching experience, public and non-public including 1969-70 for these teachers in both categories (Project and Non-Project) were at least 6 but less than ten years. The median years of full time teaching experience, public and non-public, including the 1969-70 year that the teachers had had in Newark was at least three but less than six for the Project Teachers, and at least 6 but less than ten years for the Non-Project Teachers. The response from these teachers in both categories indicated that the median time of teaching in the school in which they are now located was the same as the number of years of full time teaching experience that they had had in Newark.

Seventy-one percent of the Non-Project Teachers were not members of a national minority group. Twenty-eight percent of the Non-Project Teachers were Black and one percent were Cuban. Thirty percent of the Project Teachers were Black.

Twenty percent of the Non-Project Teachers live in the attendance area of the school, while 16 percent of the Project Teachers live in the attendance area of the school. Thirty-seven percent of the Non-Project Teachers and 33 percent of the Project Teachers live in the City of Newark. Both categories of teachers asserted that they had been absent from school during the school year for a median of one to four days. Both groups said that there had been a minimal period of instructional interruption during the school year. The largest period of time indicated was one week and from the responses of the teachers, that was for testing purposes. Responses were received before the teacher strike.

Forty-two percent of the Non-Project Teachers stated that they chose to teach at their school in 1969-70 from among many alternatives, while 51 percent of the Project Teachers responded similarly to this question. An equal number (46 percent) of both categories of teachers indicated that they were assigned to their school. In response to a question, "Would you prefer to be teaching in a different type school?", five percent of the Non-Project Teachers stated a preference for a different type of school; 53 percent said that they were satisfied at this school; 35 percent that they greatly preferred thisschool; and seven percent indicated that they did not know what their preference was. In response to the same question, the Project Teachers' responses indicated that five percent would prefer a different school; 56 percent stated satisfaction at the present school; 34 percent said that they greatly preferred thisschool, and five percent indicated that they were not sure of a preference.

In response to a question regarding the extent of formal training in teaching in an academically disadvantaged school, the Non-Project Teachers' responses indicated that 29 percent had no formal training; 18 percent had had an in-service workshop or institute; 17 percent had student teaching in a disadvantaged pupil setting; 12 percent had several college courses in pre-service; 10 percent had several colege courses in-service; six percent had one college course in-service; five percent had a summer institute and three percent had one college course in-service. The Project Teachers' response to the same query idicated the following: 30 percent had an in-service workshop or institute; 20 percent had student teching in a disadvantaged pupil setting; 13 percent had several college courses in-service; 12 percent had several college courses pre-service; 11 percent had no formal training; six percent had a summer institute; fourvercent had one college course pre-service.

In response to the query: "Since June 1, 1969, have you participated in In-Service Training, (Meetings and/or study), concerned with the education of the academically disadvantaged pupils?", Non-Project Teachers stated that 32 percent had had no such participation; 17 percent, one to four hours; 10 percent, five to 20 hours; and 12 percent stated that they had more than 20 hours of such prticipation. The Project Teachers' response to the same query showed that 26 percent had had no such participation; 23

percent, one to four hours: 38 percent, five to 20 hours; and 13 percent had more than 20 hours of such participation.

Differently framed, the question was asked:

TABLE 9

"Have any of the following forms of Assistance been provided to you since June, 1969 and financed through funds from Title I of the Elementary and Secondary Education Act?"

	Yes		No		Yes, but don't know source of funds	
	P*	N	P	N	P	N
Classroom aides or assistants	17	25	53	42	2	1
Tuition fees for college courses or summer institutes	2	3	58	55	0	1
Expenses for professional travel	0	0	39	55	0	2
Consultants, including school psychologists, reading specialists, etc.	17	35	40	36	2	10

*P = Project Teacher
**N = Non-Project Teacher

The above chart illustrates the forms of assistance provided to both the Project and Non-Project Teacher since June, 1969. The chart serves to illustrate the respondents' perception of the aid that has been provided them during the current school year, in the areas delineated in the question. From the responses of the respondents, it is apparent that the forms of assistance indicated on the chart have been made available to the Non-Project Teacher, as well as the Project Teacher, where it has been provided.

In response to the question: "In your opinion, which was the greatest assistance to you in your classroom work?", the Non-Project Teachers responded, in rank order: Consultants (school psychologists-reading specialists); classroom aides or assistants; none of these; tuition fees for college courses, and expenses for professional travel. The responses of the Project Teachers, in rank order, to the same question were: none of these, Consultants (school psychologists, reading specialists); classroom aides or assistants; tuition fees for college courses, and expenses for professional travel.

In response to the query: "What form of assistance would you like to have provided to aid you in your classroom work?", the Non-Project Teachers indicated, in rank order: Consultants (school psychologists-reading specialists); Teacher Aides; free tuition for college courses; more audio visual aides, more books; in-service teacher training programs; and none of these. The Project Teachers' response to the same query, in rank order, was: free tuition for college courses; Consultants (school psychologists-reading specialists); Teacher Aides, in-service teacher program, more audio visual aids, more books; and none of these.

It is interesting to note that the opinion of both the Non-Project and Project Teachers as contrasted to those things which were of greatest assistance to them in the classroom, and the form of assistance they would like to have provided them to aid them in the classroom, in rank order, were almost identical with the assistance of Consultants and Teacher Aides being more predominantly mentioned, followed closely by free tuition for college courses.

TABLE 10

"Estimate the proportion of the pupils in your class who come from families in which the head of the household has education at the following levels (mark one answer in each line)."

	None		1-20%		20-30%		40-60%		75% or more	
	P	N	P	N	P	N	P	N	P	N
Probably little or no education	11	20	27	23	16	15	12	11	8	4
Probably less than 8th grade	1	2	19	23	32	25	11	9	3	4
Probably completed 8th grade	0	2	12	15	25	26	16	12	3	10
Probably some high school	2	5	14	21	16	13	5	19	0	7
Probably some post-high school training or college	9	20	37	31	2	6	1	2	0	0
Probably completed college	25	31	24	22	1	0	0	1	0	0
Totals	48	80	133	135	92	85	45	54	14	25

This chart presented above illustrates the teacher, both Project and Non-Project, perception of the educational level of the head of the household of the pupils in their class. Examination of the chart indicated that the education background of the parents of both the Project and Non-Project Teachers are nearly identical. The chart illustrates that the level of the education of the head of the household as perceived by the Teachers, tends to peak approximately the completion of the Eighth grade. Heads of households with probably little or no education or probably completed college, were indicated fewer than other classifications. This table parallels the information presented in the 1968-69 Evaluation Report.[3]

TABLE 11

"Estimate the proportion of the pupils in your class who come from families in which the head of the household is employed at the following levels (mark one answer in each line)."

	None		1-10%		20-3[illegible]		40-60%		75% or more	
	P	N	P	N	P	[illegible]	P	N	P	N
Children of professional or managerial workers	36	25	22	24	4	3	0	1	0	0
Children of skilled workers	7	7	23	31	19	16	3	10	0	0
Children of semi-skilled workers	5	4	16	18	23	37	15	12	0	2
Children of non-skilled workers and laborers	2	3	6	14	24	19	7	25	5	8
Children of agricultural workers	45	50	2	1	2	3	2	1	0	0
Children of disadvantaged welfare or unemployed	0	1	10	23	16	25	22	14	10	9

This table presents the teachers' (Project and Non-Project) estimate of the proportion of the pupils in their class who come from families in which the head of the household is employed in the classifications provided. In examining the chart, if we leave the latter category, children of the disadvantaged--welfare of unemployed, out of the examination momentarily, the chart would present a nearly normal curve distribution of occupation. The curve would peak at the semi-skilled, non-skilled level classification.

This curve distribution which tends to peak at the level of the semi-skilled and unskilled laborer would be probably skewed slightly toward the non-skilled worker and laborer category. Examination of the chart with the "children of the disadvantaged--welfare or unemployed" category added, would indicate that this category numerically represents one of the larger segments of the student body, as indicated by these teachers.

The materials in this chart tend to parallel precisely the same material as presented in the 1968-1969 Title I report.[4]

TABLE 12

"What proportion of the pupils in your class are members of the following National Minority Groups? (Mark one answer in each line)"

	None		1-10%		20-30%		40-60%		75% or more	
	P	N	P	N	P	N	P	N	P	N
American Indian	43	42	2	4	0	0	0	0	0	0
Negro	1	0	7	6	7	11	9	11	49	55
Oriental	36	34	7	6	2	1	0	0	0	0
Spanish-surnamed American of:										
Cuban Descent	29	26	11	16	3	2	1	0	0	0
Mexican Descent	40	34	3	2	0	0	0	0	0	0
Puerto Rican	5	12	30	29	9	12	7	10	2	1
Spanish Descent	27	28	13	12	6	2	6	3	0	0

This chart presents the Teachers' (Project and Non-Project) perceptions of the representation of national minority groups in their classes. The chart illustrates that the largest minority group represented in the schools is Black and the largest group of Spanish-surnamed Americans are greater than those reported in the 1968-69 Report.[5]

The question was framed:

TABLE 13

"According to your own judgement, what proportion of the pupils in your classare generally performing below grade level?"

	Project Teacher	Non-Piject Teacher
None	0	0
1-10%	1	14
11-25%	4	15
26-50%	9	12
51-75%	15	17
76-90%	13	10
91-100%	24	12
Totals	66	80

This chart presents the Teachers', both Project and Non-Project, judgement of the proportion of the pupils in their class that are generally performing below grade level. Examination of the table, would tend to bear out the premise that the Project Teacher is dealing with, by and large, a great proportion of the pupils who are in need of aid. This table illustrates that 36% of the Project Teachers feel that 91 to 100 percent of their pupils are performing below grade level. The Non-Project Teachers tend to distribute the number of pupils equally among the categories provided.

Ninety-six percent of the Non-Project Teachers stated that no one other than themselves had held their particular teaching assignment for at least two consecutive weeks. Approximately seventy-nine percent of the Project Teachers said that no other teacher had held their teaching assignment while 21.4 percent indicated that they and one other person had held the assignment for at least two consecutive weeks.

Of the 90 Non-Project Teachers responding to the question: "What type of classroom arrangement would you like to see provided for you", 43 said they would like to see more ability grouping, 18 would like to see more non-graded, 17 more departmentalization, and 12 were uncertain. Of the 63 Project Teachers who responded to the same query: 33 said they would like to see more ability grouping, 14 were uncertain, 11 would like to see more ungraded, and 5 would like to see more departmentalization. While the majority of both Project and Non-Project Teachers would like to see more ability grouping in their classrooms, an equal percentage (14 percent) of both groups were uncertain as to what kind of classroom arrangement they would like to see provided for their classes.

Non-Project Teachers, when queried as to how students are grouped in their classroom for instruction, said that they utilized three groups in Reading. In the majority, they utilized three groups in Reading. In the majority, they treated the class as a whole in the areas of Mathematics, Language Arts, and Science. While the majority of the Project Teachers tended to treat Reading as an individualized program, they too, treated the total class as a group in Mathematics, Language Arts and Science.

Most of the Project and Non-Project Teachers, in a ration of almost three to one, prefer to send their children to a specialist in another room for specialized instruction as contrasted with having the specialist come into the room.

The Non-Project Teacher tends to present materials and information in his classroom in Reading and Mathematics as skill centered; in English (Language) as subject matter centered and skill centered or unit centered. While the Project Teacher tended also to present Reading as skill centered; English (Language), as skilled centered or unit centered in nearly equal proportions; and, science, as either topic centered or subject matter centered.

TABLE 14

"What emphasis do you place on the following curriculum methods in your teaching in Reading, Math and Language? Place a mark in column 1 for those aspects emphasized very frequently, a mark in column 2 for those aspects emphasized less frequently but often, and a mark in column 3 for those aspects not included in your program. (Mark an answer for each curriculum.)"

TABLE 14 CONTINUED

	1		2		3	
	P	N	P	N	P	N
Reading						
Do not teach this subject	10	16	0	0	0	0
Work Recognition Skills	50	45	5	12	0	3
Phonetic Analysis	44	41	14	14	4	6
Structural Analysis	43	29	14	26	5	8
Context Clues	35	38	9	20	3	3
Vocabulary Development	48	48	10	13	1	3
Oral Reading	44	35	15	24	2	5
General Comprehensive Skills	39	39	13	19	4	2
Work-Study Skills (exam.: use of reference material)	17	17	22	32	10	14
Literary Interpretation	12	10	20	34	13	16
Critical Reading (exam.:) making judgements based on criteria)	21	21	21	26	11	14
Creative Reading (exam.: reading and then drawing a picture based on the reading)	19	14	21	35	12	13
Math						
Do not teach the subject	29	22	0	0	0	0
Vocabulary	15	23	1	25	1	3
Number Concepts	23	43	7	12	2	1
Writing Numbers	13	33	0	18	3	3
Symbols and Rules	13	29	3	22	2	1
Verbal Problem Solving	7	25	4	20	2	8
Equations	6	18	5	17	4	17
Fundamental Operations	8	38	1	11	0	3
Abstract Computations	4	7	5	22	4	23
Language						
Do not teach this subject	27	16	0	0	0	0
Writing	19	44	8	20	3	4
Speaking	26	48	7	16	2	2
Listening Skills	28	44	7	21	7	4
Capitalization	10	29	14	21	7	4
Punctuation	17	35	13	21	5	4
Spelling	15	39	12	19	4	4
English Usage	17	37	14	21	1	3
Handwriting	10	28	15	31	7	3

The above table is a presentation of both the Project and Non-Project Teachers, response to curriculum methods in the teaching of Reading, Mathematics and Language. The teachers' responses to these aspects emphasized, very frequently, less frequently, but often, and not included in the program illustrates the emphasis placed on these curriculum methods by both the Project and Non-Project Teacher. It is most impressive to note the almost exact parallel between the Project and Non-Project Teacher in the utilization of curricular methods in Reading. The emphasis and non-emphasis based on the various curricular methodologies are responded to numerically approximately the same in each instance by both the Project and Non-Project Teacher.

The greater number of Project and Non-Project Teachers, who are involved in specifically the teaching of Reading, are evident in the responses given to these various categories. A limitation of the number of Project Teachers in the teaching of Mathematics may be illusory, however, proportionately, their responses are again parallel to those of the Non-Project Teachers. This particular phenomenon is again evident in the language segment of this table.

While the purpose of the particular statements and responses provided in this particular question was not designed to illustrate that the majority of the Project Teachers tend to work in the realm of Reading, it is clearly illustrated by the numerical responses to the question which follows.

TABLE 15

"What behavior would you require a student to display after he has read some given material or has been given some information by you? Place a mark in Column 1 for those behaviors you would most frequently require, and a mark in Column 2 for those behaviors you do not require in your program. Mark one answer for each behavior for each of the subject areas Reading, Math, Language, and Science. Answer only to the subject you teach."

	READING				MATH				LANGUAGE				SCIENCE			
	1		2		1		2		1		2		1		2	
KEY	P	N	P	N	P	N	P	N	P	N	P	N	P	N	P	N
A	48	61	9	13	14	56	0	4	21	59	1	3	5	46	1	8
B	48	57	0	5	15	52	0	6	21	53	1	9	8	49	0	5
C	35	31	25	19	15	34	4	23	12	37	8	22	6	32	0	21
D	43	51	9	13	17	52	0	9	18	50	9	8	6	43	1	8
E	40	40	18	20	15	47	2	10	14	39	1	19	5	35	0	16
F	31	39	19	22	12	27	2	25	16	28	2	26	6	32	0	20

KEY

A. Restatement of the content in some form in order to indicate understanding.
B. Explaining the meaning of the material or information.
C. Extending the trends beyond the given data to determine implications for past or future situations.
D. Using the information given in a particular and concrete situation.
E. Breaking the material into its parts and determining relationships of the parts.
F. Making judgements about the merit of the materials of information.

The above tabulations present the opinions expressed by both Project and Non-Project Teachers regarding behavior they would require a student to display after he has given some material or information by the teacher. Again, the parallelism between the responses of both the Project and Non-Project Teachers is clearly evident. The emphasis area in the Title I Program subject field is illustrated clearly in this instance by the Project Teachers' numerical responses to the different categories. This particular chart illustrates that, methodologically, both the Project Teacher and the Non-Project Teacher tend to be striving for the same behaviors from the pupils.

The responses made by both the Project and Non-Project Teachers to this specific question parallels those given by the respondents in the 1968-69 Evaluation Study.[6]

TABLE 16

"Please rank these educational objectives in the order of greatest to least emphasis. Mark in column one the object on which you place the greatest emphasis, in column two mark the objective on which you place the next greatest emphasis, and so forth marking the objective least emphasized in column six."

	1		2		3		4		5		6	
	P	N	P	N	P	N	P	N	P	N	P	N
Knowledge of Facts	18	14	9	13	14	8	6	4	6	10	5	0
Understanding Concepts and/or Principles	30	41	16	15	11	10	5	6	3	8	5	1
Developing Skills	45	31	16	12	6	14	2	17	2	7	1	2
Developing Reasoning ability	29	31	14	19	7	12	4	9	5	0	1	6
Building Attitudes	26	35	10	14	12	11	4	5	7	12	4	6
Application of Learning to Practical Situations	24	32	0	16	6	6	10	11	9	11	4	4

The previous table is a presentation of the Project and Non-Project teachers' ranking of the educational objectives on which they put the greatest emphasis and those objectives on which they put the least emphasis. Assuming that these teachers indicated in Column I the objective on which they placed the greatest emphasis, a ranking of these would provide an indication (in Column I) of the objective on which they placed the greatest emphasis; a combine ranking of these would provide an indication of the emphasis that both the Project and Non-Project Teacher places on the indicated educational objectives. Based on this assumption, the table indicates that the Project Teachers place emphasis on these educational objectives in the following rank order: developing skills, understanding of concept and/or principles, developing reasoning ability, building attitudes, application of learning to practical situations, and knowledge of facts. The Non-Project Teacher emphasizes these objectives in the following rank order: understanding of concept and/or principle, building attitudes, application of learning to practical situations; and, equally the development of skills, the development of reasoning ability, and knowledge of facts. It is worth noting that both the Project and Non-Project Teachers rank as the least emphatic educational objective "the knowledge of facts" of the educational objectives they emphasize most.

Fifty-two percent of the Non-Project Teachers felt that their classes were substantially hampered by differences and interests in ability of pupils, while 60 percent of the Project Teachers felt that the progress of the class was not substantially hampered by differences of interest and ability among pupils.

Seventy-one percent of the Non-Project Teachers stated that discipline problems have not made the teaching job particularly difficult this year, while 82 percent of the Project Teachers had the same reaction.

In response to the query: "Would you say that discipline problems are a major obstacle to learning in your class?", 63.0 percent of the Non-Project Teachers and 82.8 percent of the Project Teachers said "no."

The Non-Project Teachers stated that the most valuable pieces of equipment in their classroom were textbooks at student level (40 percent), 24 percent said that audio-visual equipment was the next most valuable, and 14 percent said that the Teacher Aide was of the most value to them. The Project Teacher indicated that, by a similar percentage (40 percent), the textbooks at student level were of most value to them, 30.4 percent indicated audio-visual equipment was next most valuable, followed by (10.4 percent) the overhead projector.

In response to the question: "What equipment do you feel would be of real value to you if you had it?", in rank order, the Non-Project Teacher indicated: Teacher Aide, audio-visual equipment, and none of these; textbooks at student level were of most value to them; 30.4 percent indicated audio-visual equipment was next most valuable, followed by (10.4 percent) the overhead projector.

In response to the question: "What equipment do you feel would be of real value to you if you had it?", in rank order, the Non-Project Teachers indicated: Teacher Aide; audio-visual equipment; none of these; textbooks at student level; and overhead projector. The Project Teachers' responses to the same question, in rank order, were: none of these; Teacher Aide; audio-visual equipment; textbooks at student level; and overhead projector.

The respondents' answer to the above two questions would tend to indicate that textbooks at student level are of great value to both the Project and Non-Project Teachers either as equipment possessed or desired. Audio-visual equipment and a Teacher Aide ranked high on the list of the equipment they would like to have. The high indication of "none of these" as a response to the list of equipment mentioned as possible choices might tend to indicate that these teachers would see the need for some other type of equipment in their classroom to aid the learning process of the pupils.

In response to the query: "How appropriate were the materials and curriculum available to you for use this year?", three of 81 Non-Project Teachers stated that it was completely inappropriate; while 30 said somewhat appropriate; 26 highly appropriate; 19 somewhat inappropriate; and 4 were undecided. The Project Teachers' responses to the same query, revealed that no respondent felt that it was completely inappropriate; 42 of 71 indicated it was highly appropriate; 20 somewhat appropriate; 7 somewhat inappropriate, and 2 were undecided.

Ninety-one percent of the Non-Project Teachers felt that their classroom was a pleasant place in which to work and learn, and 82.2 percent of the Project Teachers gave the same response.

In response to the query: "What do you feel could be done to make it a more pleasant place to work and learn?": the Non-Project Teachers stated, in rank order: reduce class size; provide more teaching aid and equipment; improve heating and ventilation; four of 95 respondents said decorate the room, and put up shades to darken the room. The Project Teachers' responses to the same question, in rank order, were: improve heating and ventilation; reduce class size; provide more teaching aids and equipment; decorate the room; and five out of 87 respondents indicated that shades should be put up to darken the room. It is worth noting that while not in the same rank order, the three items mentioned most by both groups of

teachers were: the reduction of class size, provision of more teaching aids and equipment, and improvement of heating and ventilation.

Seventy of 83 Non-Project Teachers said that they had not participated in an in-service training program concerned with vocational guidance or occupational information for students, and 59 of 83 indicated that they had not participated in any program to acquaint them with vocational training opportunities for students. A remarkably high number of Project Teachers indicated the same response as Non-Project Teachers to this query. Fifty of 68 had not participated in an in-service training program concerned with vocational guidance or occupational information, and 44 of 72 had not participated in any program to acquaint them with vocational training opportunities for students.

In light of the educational potential indicated by many students and the increased need for realistic and meaningful vocational choices which these pupils must make, the above information would tend to indicate a very pressing need for the inclusion of vocational and occupational information and vocational training opportunity knowledge for teachers, and both in-service and pre-service preparation programs. Further, these programs for teachers should include a correlation of the subject fields being taught and their relationship to occupations, as well as realistic approaches to vocational choices.

TABLE 17

"Please indicate how much of your class time you spend doing the following: (Mark one answer for each item.)"

	Little				Some		Much			
	P	N	P	N	P	N	P	N	P	N
Giving mild approval to student actions	4	5	1	4	13	26	13	17	0	19
Giving strong approval encouraging students	1	1	1	2	9	7	22	12	21	59
Asking questions	3	1	2	2	20	19	14	25	39	30
Giving academic direction	3	2	0	0	11	15	12	26	26	37
Listening to students	2	0	0	0	5	14	17	18	34	43
Expanding, modifying or elaborating upon student ideas	5	1	4	7	23	26	13	19	10	24
Giving mild disapproval	9	8	10	17	22	30	10	19	1	4
Giving strong disapproval	23	20	8	11	7	19	4	17	3	6

The above table depicts classroom activity on the part of the Project and Non-Project Teachers and it related to the pupils in the classroom It presents the teachers' estimate of the amount of time they spend in engaging in the activities described.

Scale of the table begins from little to some, to much; and the parallelism in the activity both the Project and Non-Project Teachers are evident. The teacher's response to this question illustrates that both the Project and Non-Project Teacher indicate encouragement in pupil activity and a limitation in the amount of disapproval for the pupils during a classroom period. These particular activities on the part of the teacher are more thoroughly described in Amidon and Flanders and Bellack.[7]

Eighty-one percent of the Non-Project Teachers (71 of 88) and eighty-five percent of the Project Teachers (40 of 47) said that they knew of the presence of a Teacher Aide in their building.

In response to queries regarding the availability of various equipment in the classrooms, both the Project and Non-Project Teachers indicated that there was a relatively limited amount of equipment available to them in the classroom but there was equipment available which they used in the building. Of the equipment that was available in the building and which, they used, the Non-Project Teacher stated that the utilization, in rank order, was: duplication materials; spirit masters and mimeographs; motion pictures; overhead transparencies; copies of single pages from printed materials; lettering for posters and signs; photographic prints and/or slides, duplicates of photographic slides. The Project Teachers indicated the utilization of equipment in the following rank order: duplication material; spirit masters or mimeographs; copies of single pages from printed materials; overhead transparencies; motion pictures; lettering for posters and signs; photographic prints and/or slides, and duplicates of photographic slides.

TABLE 18

"What proportion of the pupils in your class have participated in Title I Programs for the academically disadvantaged in the following subject areas during this academic year? (Mark one answer in each line)."

	None		1-10%		20-30%		40-60%		75% or more	
	P	N	P	N	P	N	P	N	P	N
Mathematics	16	42	7	6	3	4	4	2	8	19
Reading	4	21	1	20	7	11	4	7	31	14
Language	11	37	3	6	3	3	6	6	12	10
Science	20	42	4	3	0	2	2	1	2	10

The preceding table depicts the Project and Non-Project teachers' estimate of the number of pupils involved in the Title I Program for the academically disadvantaged in various subject areas. This table clearly illustrates that while the subject areas of Mathematics, Reading, Language and Science are adequately represented by the programs in the schools, the heaviest emphasis appears to be in the area of Reading and Language Arts.

The table further indicates a predominance of the pupils related to the Project Teacher as being involved in the Title I Program, in contrast to those pupils indicated by the Non-Project Teachers.

Two parallel questions were asked of both the Project and Non-Project Teachers, the answers to which reveal an interesting contrast. To the query, "Do your pupils in the Title I Program see themselves as a select group receiving special attention?": 75 percent of the Non-Project Teachers indicated that their pupils did not see themselves as a select group, while 57 percent of the Project Teachers said they thought that the pupils saw themselves as a select group receiving special attention. The responses to the parallel question, "Do you feel that this perception is helpful or a hinderance?", showed that 81 percent of the Non-Project Teachers felt that this was helpful, and 90 percent of the Project Teachers, also said that they felt the perception was helpful. The interesting contrast here is that the Non-Project Teachers felt that their pupils in the Title I Program did not see themselves as a select group, while the Project Teachers felt that their pupils see themselves as being a select group, and in both instances, the teachers felt that this perception was a help to the pupils in the Program.

The Non-Project Teachers indicated that in their opinion the major effect of the Title I Program in their classroom has, in rank order, provided enrichment from the cultural activities, improvement in Reading, provision of teaching aids such as overhead projectors, and the improvement of pupils' attitude toward school. Six of 84 respondents indicated that there has been no effect. The Project Teachers' responses to the same question, in rank order, were: the improvement in Reading, enrichment from the cultural activities, improvement of pupil attitude toward school, provision of teaching aids such as overhead projectors; and five of 80 respondents indicated that there has been no effect.

In response to the query, "What do you feel would be the most important contribution Title I could make for you and your classroom?", the Non-Project Teachers indicated, in rank order: to provide more individualized help to pupils; to provide materials, equipment and service; to provide more cultural enrichment; make available more Project Teachers; and to provide Teacher Aides; while the Project Teachers' responses to the same query, in rank order were: provide more individualized help to pupils; make available more Project Teachers; provide more cultural enrichment; provide materials, equipment and service; and provide Teacher Aides. The similarity of the response by both groups of teachers is significant. Of more significance is the commonality of the responses of these teachers with those made by teachers in the 1968-69 Evaluation.[8]

A most interesting parallel in perception by the Project and Non-Project Teachers was revealed by the query regarding the citation of a procedure or practice introduced to the school by Title I that has been adopted as a practice or procedure in the classrooms in the school. Forty-two percent of the Non-Project Teachers responded that they could cite such procedures and practices and 69.7 percent of the Project Teachers said they could cite such a practice or procedure. It is evident from this response that a number of the practices and procedures introduced to the school by the Title I Program have been adopted as a practice or procedure by classrooms within the school.

In response to the query, "Do you think that the Title I Program Pupils have shown academic growth when compared with other pupils?": 18 of 75 Non-Project Teachers' responses indicated definitely "yes;" 51 of 75 indicated "yes" with reservation; and six said definitely "no." While the Project Teachers' responses to the same query showed that 41 of 76 respondents stated definitely "yes;" 31 "yes" with reservation; and four of the 76 stated definitely "no."

Given five items to select from as elements teachers would like to see incorporated into the next Title I Proposal, the Non-Project Teacher indicated in rank order: the expansion of the Program to include more pupils; more specialists (Project Teachers); the provision for more Teacher Aides; more books at children's reading level; and more audio-visual equipment. The Project Teachers indicated, in their response to the same question, in rank order: more specialists (Project Teachers); expansion of the Program to include more pupils; provision for more Teacher Aides; more books at children's reading level; and more audio-visual equipment.

The similarity of the Non-Project Teachers' and the Project Teachers' responses to this question is marked. Their first two choices, while carrying a reversed juxtaposition, were the same. Their third, fourth and fifth choices were identical. These responses were a shift from the rank order in which the respondents placed these items in the 1968-69 Evaluation.[9] The responses of the teachers at that time placed the items in the following rank order: more specialists (Project Teachers); provision for more Teacher Aides; more audio-visual equipment; more books at children's reading level; and expansion of the Program to include more pupils. These choices would tend to indicate that the teachers in both years reflect the value of the Project Teacher. The shift of positions of "inclusion of more pupils in the Program" from last place in

1968-69 to the upper position could be interpreted as indicating the teachers' reflection of the value of the Title I Program on the children. This hypothesis is underscored in the teachers' stated opinion that the Title I pupils have shown academic growth when compared with other pupils.

A series of questions were proposed to both groups of teachers to ascertain their knowledge of the Citizen Advisory Groups in their schools. The teachers recognize the existence of the Advisory Groups. Seventy-seven percent of the Non-Project Teachers indicated that did not meet with the group, while 76 percent of the Project Teachers indicated they did meet with the Advisory group. In rank order, the Non-Project Teachers indicated that they felt the major purpose of the group was to improve school/community relations; to obtain community involvement in Title I Programs; to provide for community involvement in guidance school programs; to plan and coordinate school activities and to "sell" Title I to the community (two respondents of 75 made the latter indication). Of the Project Teachers, in rank order, they felt that the purpose of the group was to provide community involvement and guidance in the school program; to improve school/community relations; to obtain community involvement in the Title I Program; to plan and coordinate school activities; and to "sell" Title I to the community (five respondents out of 80 made this response).

Both groups of teachers indicated by the parallelism of their responses, that they felt the major purpose of the Parent Advisory Group was that of community involvement in the Program. The same purpose was highlighted by the teachers in the 1968-69 Evaluation.[10]

An excess of 90 percent of both Project and Non-Project Teachers indicated that they were aware of the meetings of Title I Personnel being held in their schools. Twenty-two percent of the Non-Project Teachers and 92 percent of the Project Teachers indicated that they attended these meetings. The respondents indicated their perception of the principal agenda items of the meetings. The Non-Project Teachers, in rank order, said the principle agenda items were: Program decisions; parental involvement; central office directives; school conditions; and budget; (17 percent indicated that they did not know what the principle agenda items were). The Project Teachers, in rank order, indicated Program decision; parental involvement; budget; central office directive; and school conditions (five respondents said that they did not know what the principle agenda items were). Five Project Teachers stated that they did not attend the meetings of the Title I Personnel held in the school.

The following question was constructed:

TABLE 19

"The items below are a teacher opinion form on various matters of teaching. There are no correct answers and no incorrect answers to those items. The purpose of the items is to gain information on beliefs, and to use this information in future teacher education or In-service Education Programs. Mark the first column if you liked or agreed with item; mark the second column if you dislike or disagree with the item. Mark the third column if uncertain. Mark only one space for each item."

	Like or Agree		Dislike or Disagree		Not Sure	
	P	N	P	N	P	N
Enlivening my lessons with stories, jokes or personal anecdotes	62	62	12	6	12	14

TABLE 19 CONT.

	Like or Agree		Dislike or Disagree		Not Sure	
	P	N	P	N	P	N
Capturing the attention of my pupils to the point of where they are hanging onto my every word	59	48	7	16	7	17
A pupil's first need is for warmth and tenderness	58	56	3	12	8	15
Being known as a colorful and stimulating teacher	61	67	5	5	4	8
Making sure pupils show proper respect for their teacher	64	66	4	8	5	6
A teacher should strive for a close, warm protective relationship with his pupils	52	56	9	18	9	9
Having pupils confide in me as a parent	40	30	4	27	12	21
Helping children with their personal problems	61	63	14	7	7	14
Inviting pupils to question my decisions and express their own opinions	57	62	3	4	5	10
Having a pupil bring in information which contradicts something which I said	0	61	7	9	6	15
Permitting no infractions of discipline to go unnoticed	35	13	17	53	9	14
Following specific and carefully organized lesson plans	47	28	14	39	4	12
Children have to be kept in their place or they will take too many liberties	21	19	21	55	8	8
Spending a considerable amount of time in group discussions	46	54	11	11	8	16
Being appreciated by my students for my sense of humor	41	38	10	23	11	17

TABLE 19 CONT.

	Like or Agree		Dislike or Disagree		Not Sure	
	P	N	P	N	P	N
Letting students choose their own projects, topics for themes, etc.	56	62	1	6	7	13
Watching children progress quickly through reading material	45	59	6	8	9	11
Hearing children find flaws in what I said	53	33	7	19	11	24
Having my pupils do well on a test that I made	54	62	0	6	11	7
Running my class with a firm hand	20	47	11	21	7	13
Having the entire class do the same thing at the same time	8	10	40	57	16	4
Having pupils do over papers that are not neat	37	43	16	18	12	14
Letting the pupils make their own decision about classroom activities and procedures	34	39	14	20	16	20

The above table is a presentation of teachers' opinions on various matters of teaching. These matters reflect opinions held by teachers regarding their relationship with the pupil in the classroom, and the perception of the function and role of the teacher in the classroom. Similar responses were solicited in the 1968-69 Evaluation.[11]

A comparison between a response in the 1968-69 Evaluation and the 1969-70 Evaluation reveals an interesting parallel. In the 1968-69 Evaluation, it was suggested that these data would be useful in structuring material for an in-service training program, and that this material would be useful to the students of educational theory and process as these responses from the practitioner are most revealing.

The following construct was used to elicit information on educational goals or values:

TABLE 20

"The list below is a list of educational goals or values. There is no right or wrong way to complete this; it is a description of values which a number of educators believe to be important goals of education. Please list your personal preference for these values by marking in Column 1 those values you think are most important, marking in Column 2 those you think are somewhat important, but not most important, and marking in Column 3 those you think are least important." Mark one answer for each item used.

Table 20 (cont.)

Rank Order 1968-69		P	N	P	N	P	N
3	Development of respect for the rights of others	65 (1)	80 (1)*	3 (9)	1 (9)	0 (4)	1 (6)
1	Development of self-concept	62 (2)	76 (2)	5 (8)	5 (8)	0 (4)	0 (9)
2	Development of personal responsibilities for property and materials	54 (3)	64 (3)	11 (6)	17 (5)	0 (4)	1 (6)
3	Development of creativity and self-expansion	53 (5)	63 (4)	8 (7)	13 (7)	0 (4)	1 (6)
5	Improvement of intellectual abilities	54 (3)	65 (5)	12 (5)	14 (6)	0 (4)	3 (4)
7	Development of good manners	44 (6)	48 (6)	18 (4)	31 (4)	0 (4)	3 (4)
6	Development of physical and motor skills	30 (7)	35 (7)	28 (1)	36 (1)	5 (2)	11 (1)
8	Development of obedience	30 (7)	35 (7)	28 (1)	36 (1)	5 (2)	11 (1)
9	Development of vocational interests	28 (9)	42 (9)	27 (3)	36 (8)	6 (1)	4 (3)

*The responses are in rank order of "most important" choices made by the Project Teachers. The number in parenthesis after the Non-Project Teacher responses indicates the rank order of "most important".

The above table is a presentation of a list of educational goals or values, while the presentation of the question to the teacher indicated that there was no wrong or right way to complete their responses as they are descriptive of values which a number of educators believe to be important goals of education; it is most interesting to note in the table that there is a consistency of responses to the statements from the teachers both in the 1968-69 and 1969-70 Evaluations, particularly those which the teachers have indicated as being values which they think are most important.

The teachers who responded in the 1968-69 Evaluation, and the Project Teachers and Non-Project Teachers of 1969-70 indicated that they felt "the development of the respect for the right of others" should be one of the major ends or values which should be stressed, and second in rank order was "the development of self-concept" which was held to be, by both groups the second most important educational goal.[12] Editorial comment: this is one of the perceptions that was deemed a non-educational value and to be left out an an educational objective for the 1969-70 Title I Proposal by the N.J. State Department of Education.

In the 1968-69 evaluation, teacher response indicated the development of obedience as being eighth in rank order while in the 1969-70 Evaluation both the Project and Non-Project Teachers indicated this as being seventh in rank order.

The ninth rank item by the 1968-69 Teacher's response was "the development of vocational interest." The same goal was ranked ninth by the Project Teachers in 1969-70 Evaluation, and eighth by the Non-Project Teachers. In a time when there is a proliferation of vocational technical schools and a need for the involvement of youth in technological occupations to meet the demands of rapidly growing technological society it appears incongruous that the development of vocational interests is held as the least important of a series of values held by teachers.

This value judgement may stem from the lack of teacher exposure to information about vocational guidance and occupational information as revealed by a question included in this study, when more than three-fourths of the respondents in this evaluation said they had had no in-service or any program (implying college) which gave them this sort of information and orientation.

The responses made by the teachers in the 1968-69 and the 1969-70 Evaluations belie the traditional perception of the teacher being the developer of obedience. The teachers rate this suggested end as being of lesser value even to the point of giving it the higher ranking of "least important."

PARENT QUESTIONNAIRE/OPINIONNAIRE

The Parent Questionnaire/Opinionnaires were distributed to 2,000 parents of pupils in Title I Schools in equal numbers for Project and Non-Project identified parents; of the 2,000 Questionnaires sent out, 1,381 were returned and were usable which is a 64 percent return; 86 percent of the respondents to this Questionnaire were female; 64 percent had not always lived in Newark; 7 percent had lived in Newark for less than two years, while 63 percent of those who had not always lived in Newark had lived in Newark for more than 10 years.

Of 1,194 people who responded to the query, only 192 indicated that they spoke a language other than English in their home. The languages indicated by the respondents (in rank order) were: Spanish, Italian, Portuguese, French, Polish and German (equally; some of the respondents indicated that they spoke a language other than those indicated above.

Parallel questions were asked of the parents and pupils. These parallel questions in different Questionnaires queried the parent and the pupil as to who lived in the family home. The following table is summarization of the parental responses to these queries. The tables indicate that the responses of both the Project and Non-Project respondents show that approximately 39 percent of the homes reported a father as being present and that grandmothers were in greater proportion than grandfathers. The table also indicated that in the Non-Project homes, proportionately, there were more other adults than in the project homes. These responses also indicated that there were, proportionally, more female children in the home than male children.

TABLE 21

"Who lives in the family home?"

	P	N
Father	427	160
Mother	645	246
Grandfather	24	6
Grandmother	54	20

"How many other adults?

	None	One	Two	Three or More
Project	446	89	55	36
Non-Project	172	30	23	17
How many boys?				
Project	446	89	55	36
Non-Project	173	30	23	17
How many girls;				
Project	102	193	175	198
Non-Project	37	83	76	76

Two responses parallel precisely those responses to the same query given by the children, as reported in the Pupil Questionnaire/Opinionnaire section.

TABLE 22

"Does Your family have?"	Yes	No	One	Two	Three or More
Television					
Project	672	5	228	246	110
Non-Project	225	5	90	101	42
Automobile					
Project	337	284	261	85	21
Non-Project	131	106	119	25	5
Telephone					
Project	256	91	211	211	55
Non-Project	198	53	73	81	13
Magazines delivered by mail					
Project	331	313	81	81	112
Non-Project	119	107	31	23	43
Daily Newspaper					
Project	449	202	208	100	21
Non-Project	159	91	41	27	7
Dictionary					
Project	569	83	133	129	145
Non-Project	216	31	62	51	51
Encyclopedia(s)					
Project	435	203	113	72	147
Non-Project	115	90	40	22	61
Book Collection					
			How many volumes?		
			5	10	15	20 or more
Project	350	213	40	38	63	244
Non-Project	123	93	12	20	23	86

Similarly, a parallel question that was asked of the pupils was asked of the parent, as to what possessions the family has. These responses are presented, in total, in the previous table. The parental responses indicate that 99 percent of the Project Homes and 98 percent of the Non-Project Homes have television sets, slightly more than 54 percent of the Project and slightly more than 55 percent of the Non-Project Homes and 77.3 percent of the Non-Project and 51.4 percent of the Project Homes have magazines delivered by mail. Sixty-nine percent of the Project and 63.3 percent of the Non-Project Homes receive a daily newspaper. An equal percentage (87%) of the Project and Non-Project Homes report having a dictionary. Encyclopedias were reported in 68 percent of the Project and 56 percent of the Non-Project homes, the bulk of these being the multiple-volume sets. Slightly more than 62 percent of the Project and 57 percent of the Non-Project Respondents reported having a book collection. The bulk of these book collections were reported as being from 15 to 20 or more volumes.

An overwhelming number of parents in these responses indicated concern with the child's educational future. More than 94 percent of the Project and more than 92 percent of the Non-Project Parents indicated that they had talked to their child about going to and finishing high school; 84.7 percent of the Project and 80.4 percent of the Non-Project Parents indicated that they had talked to their children about going to

college, while 85.5 percent of the Project and 79.9 percent of the Non-Project Parents indicated that they had talked to the children about what kind of job they might hold when they grow up; 29.9 percent of the Project and 2.2 percent of the Non-Project indicated that they had discussed the future plans of the child with someone from the school. The majority of the parents through their responses to a series of questions indicated that the family had participated in a series of family activities; 59.0 percent of the Project and 51.6 of the Non-Project indicated that they had taken the child to a zoo, museum or a similar place during the past year; 56 percent of the Project and 53 percent of the Non-Project indicated that they had taken the children to a restaurant where they sat down and were served; nearly 57 percent of the Project and 60 percent of the Non-Project Parents reported going on a trip or a vacation away from home for more than a few days.

TABLE 23

"Does your child do any reading outside of school work that is concerned with:"

	Yes		No	
	P	N	P	N
Reading Comic Books	472	185	109	47
Church and/or Sunday School	441	178	129	46
Reading newspaper, magazines	572	212	52	22
Books	55	225	28	8

This table indicates the parents' perception of the type of reading which the children do outside of that required by school-work. These responses indicate that the majority of the children of the respondents read. The printed matter in order of reported preference were books; newspapers and magazines; comic books; and church and/or Sunday school material. More than 96 percent of the Non-Project and 95 percent of the Project Parents report their children reading books. Nearly 89 percent of the Project Parents and 87.1 percent of the Non-Project Parents reported that the children borrowed books from either the public or school library. Nearly 30 percent of the Project Parents and nearly 25 percent of the Non-Project Parents reported that their children belonged to such groups as Cub Scouts, Boy Scouts, Brownies, Girl Scouts, Bluebirds or Campfire Girls; and 22 percent of the Project Parents and 24 percent of the Non-Project Parents reported that their children took art, dancing, music, or singing lessons outside of school. Nearly 99 percent of the Project and 93.3 percent of the Non-Project Parents stated that they had read to or tried to teach their children the alphabet and to count before the child started the First Grade. These responses paralleled those responses of the Parental and Pupil Interview section of this report.

The parental responses were clear in their concern that the child do well in school. Nearly a 2 to 1 ratio resulted showing that parents were more concerned about the child's progress in school than they were about the child's behavior in school.

Although 37.5 percent of the Project and 24 percent of the Non-Project Parents indicated that their child had a regular job after school, their responses were almost overwhelming in defining the job that the child had after school as regular chores at home.

Parental responses for both groups of parents indicated that they thought that school for their child, in the main, was pleasant and easy. More than three-fourths (85.9%) of the Project Parents and (88.6%) of the Non-Project Parents reported that they thought their child really liked school. The parental perception of how well the child was doing in school parallels closely those judgements offered by the pupil and by the

teacher. According to the Project Parents' responses: 25.3 percent thought the child was doing very well; 47.7 percent, good but could do better; 21.8 percent, average; and 5.6 percent felt the child was not doing very well. The Non-Project Parents' responses indicated that 32.9 percent felt the child was doing very well; 44.6 percent, good but could do better; 16.4 percent, average; and 6.1 percent felt the child was not doing very well. The parental responses indicated that the parents were fully aware of the presence of the Title I Program in their child's school (97 percent of the Project and 80 percent of the Non-Project); only .01 percent of the Project and 18 percent of the Non-Project Parents stated that they did not know that the school had a Title I Program and nearly the same percentages were revealed concerning participation by their child in the Title I Program.

TABLE 24

"What do you feel was the purpose of the Title I Advisory Committee? (Make your first choice in column one, your second in column two and your third in column three.)"

	1	2	3	Total
To improve school-community relations	515	113	74	702
To plan and co-ordinate Title I activities	175	181	79	435
To obtain community involvement in Title I Program	114	159	141	414
To "sell" Title I to the community	37	38	58	133
To provide for community involvement and guidance in school program	130	105	183	418

This table indicated what, in the parents' judgement, was the purpose of the Title I Advisory Committee.

According to the parents' responses, their children participated (in decending rank order) in the following programs: cultural enrichment (E.E.E.); Reading; Language Arts; Mathematics and work study (equally); Science and bilingual (English-speaking) classes. Eighty-one percent of the respondents indicated that they knew the school had a Title I Advisory Committee and, of these respondents, 12 percent indicated that they were a member of an Advisory Committee.

This table indicates the parental conception of what should be the purpose of the Advisory Committee. Examination of these two tables indicates clearly that the parental perception of what was the purpose and what should be the purpose are identical in both first choice responses and total choice responses, and these purposes are, as follows, in rank order: To improve school/community relations; to plan and coordinate Title I activity; to provide for community and guidance in school programs; to "sell" Title I to the community. The very limited number of responses to the last rank purpose would indicate the low esteem that these respondents hold for this avowed purpose. Interestingly, this identical ranking was also given to this specific purpose by the Administrators on their Questionnaire/Opinionnaire.*

*In the proliferating models on community involvement and participation in the schools, the Newark Title I experience would suggest a high level of meaningful community/school rapport with very desirable Program influence. Cf. Marilyn Gittell, "The Balance of Power and the Community School." in Henry M. Levin, ed., Community Control of Schools (Washington: Brookings Institution, 1970), pp. 115-137.

PUPIL QUESTIONNAIRE/OPINIONNAIRE

Pupil Questionnaire/Opinionnaires were distributed to all Title I Schools. Random sampling techniques were used to secure a sample of pupils within the schools. To achieve this end two-thousand Questionnaire/Opinionnaires were distributed. Of these, 1,520 Questionnaire/Opinionnaires were returned (67 percent return) which are the substance of this section. The median age of the Project Pupils was ten years and for the Non-Project Pupils was eleven years which age-span the responses reflect. The median Grade was the Fifth and Sixth respectively. These pupils indicated that slightly more than 93 percent of both Project and Non-Project Pupils had not attended any other school than the one in which they were enrolled. Of those respondents who indicated that they had been enrolled in a school other than the one in which they were currently enrolled in, 18.2 percent of the Project and 28.3 percent of the Non-Project Pupils indicated that it had been a school outside of Newark.

TABLE 25

"What do you feel should be the purpose of the Title I Advisory Committee? (Make your first choice in the first column, your second in column two and your third in column three.)"

	1	2	3	Total
To improve school-community relations	516	122	77	715
To plan and co-ordinate Title I activities	164	193	89	446
To obtain community involvement in Title I Program	108	157	140	405
To "sell" Title I to the community	39	35	61	135
To provide for community involvement and guidance in school programs	161	97	180	430

TABLE 26

"Who lives with you at home?" "How many other adults (such as Uncles, Aunts, Cousins)?"

	1969-70	
	P	N
Father	477	326
Mother	710	484
Grandfather	33	13
Grandmother	78	44
None	464	343
1	96	38
2	53	33
Three or more	40	45
How many brothers?		
None	140	117
1	198	137
2	179	108
Three or more	198	107
How many sisters?		
None	132	100
1	191	118
2	170	107
Three or more	195	96

The above table delineates those pupil replies to a series of questions which attempted to ascertain the make-up of the family home in which the pupil lived. Responses of the 1969-70 group of respondents parallel those responses provided by the respondents in the 1968-69 Evaluation Report.[13] The pupil responses indicate that for both the Project and Non-Project Pupils 40 percent have indicated that a father is present in the home. Where grandparents are indicated, the grandmothers outnumber the grandfathers by approximately 4 to 1.

The majority of these pupils, both Project and Non-Project (21.5 percent and 74.7 percent, respectively) indicated that not other adults lived in the family home. Where other adults are indicated the median number is one for both Project and Non-Project Families.

Two questions attempted to ascertain the number of siblings in the family. In the case of the number of brothers, it was almost an equal distribution among the varying categories provided for the answers, with the median being two brothers for both the Project and Non-Project Pupils. The number of sisters indicated by these respondents (both Project and Non-Project) were again approximately equal among the varying categories that were provided for in answer. Again, the median number was approximately two sisters in both Project and Non-Project Family.

TABLE 27

"Does your family have?'

	Yes	No	1	2	Three or more
Television:					
Project	732	6	243	283	138
Non-Project	191	5	140	175	108
Automobile:					
Project	405	296	297	83	26
Non-Project	270	179	211	61	14
Telephone:					
Project	582	132	205	251	67
Non-Project	392	73	145	166	40
Magazines delivered by mail:					
Project	371	361	136	71	91
Non-Project	242	234	74	46	68
Daily Newspaper:					
Project	497	227	239	91	25
Non-Project	301	164	156	48	8
Dictionary:					
Project	574	148	188	126	128
Non-Project	406	66	119	85	87
Encyclopedia:					
Project	413	303	143	42	123
Non-Project	268	198	79	22	87
Book Collection(s):					
Project	415	242	56	57	–
Non-Project	243	168	34	38	–

The preceding table is a presentation of responses on family possessions. This question parallels, in response in proportion of responses provided by the 1968-69 Evaluation group.[14] Both the Project and Non-Project Responses indicated the possession of a television set by the same percentage (99.0 percent), 42.0 percent of the Project Respondents and 39.9 percent of the Non-Project Respondents indicated that they did not possess an automobile. Telephones were present in the homes of 91.0 percent of the Project Respondents and in 84.0 percent of the Non-Project Respondents.

Magazines were delivered by mail to the home of the Project and Non-Project Respondents by the same percentage (50.0 percent). Non-project respondents indicated that 74 percent of the homes received a daily newspaper, while 68 percent of the Project Respondents so indicated. It is interesting to note that on a percentage basis 5 percent of the Project Respondents indicated that three or more newspapers were in the home, while only 2.7 percent of the Non-Project Respondents indicated three or more newspapers being in the home. The responses of the Non-Project Pupils indicated that 86 percent of the homes had a dictionary and that 79 percent of the Project Homes had dictionaries; responses of both the Project and Non-Project Pupils by a similar percentage (78 percent) indicated the possession of an encyclopedia in the home. These responses further indicated that the encyclopedias were essentially the multi-volume type; 63 percent of the Project and 60 percent of the Non-Project Respondents indicated the possession of a book collection in the home. The preceding table represents the accessibility of varying kinds of media which are considered important for youth in education beyond that which normally occurs within the schools. The availability of books, reference materials and current sources of day-to-day information are considered essentials in the foundation of current American school practices.

The respondents indicated that their parents had talked to them about going to high school. Approximately 69 percent of the Project and 76 percent of the Non-Project Respondents indicated that their father or mother had talked to them about going to high school. Ninety-five percent of the Project and 95.5 percent of the Non-Project Respondents indicated that they did want to finish high school. More than half of the Project and Non-Project Respondents indicated that their mother or father had talked to them about going to college; 79.3 percent of the Project and 65.5 percent of the Non-Project indicated in their responses that they thought they would like to go to college.

The responses from both Project and Non-Project, by the same percentage (58.2 percent), stated that their parents discussed what type of job that they might hold as adults. Approximately 66 percent of the Project and 76 percent of the Non-Project Respondents indicated that their teachers or guidance counselors had never discussed job training opportunities with them.*

A series of three questions were posed to the respondents to ascertain the degree of social and/or cultural activities conducted by the family outside the home during the past six months to a year; 70.1 percent of the Project and 50.2 percent of the Non-Project Respondents indicated that they had gone to a zoo, a museum or a show with their parents in the past year; 53.6 percent of the Project and 48.5 percent of the Non-Project Respondents indicated that they had gone to a restaurant during the past six months; and 62 percent of all respondents indicated that they had gone with the family on a trip or a vacation away from home for more than a few days.

These respondents indicated that outside of school work their preference for Reading was in rank order: books; newspapers and/or magazines; comic books; and literature relating to church or sunday school. Eighty-six percent of all respondents indicated that they borrowed books from either the public or school library. The respondents indicated very limited membership in outside groups such as Cub Scouts, Boy Scouts, etc., (42% indicating such) with a 68 percent negative response and that art, dancing lessons, etc., outside of school were engaged in by but 24 percent of the respondents.

Generally, respondents indicated that it would make their parents happy to hear that they were doing

*This finding, if correct, has a crucial significance and fits into comparative investigations which suggest the Newark experience as not atypical. Cf., Eleanor B. Leacock, Teaching and Learning in City Schools; A Comparative Study (New York: Basic Books, 1969).

well in school work and most unhappy to hear that they were misbehaving in school. While only 30 percent of the respondents indicated that they had a regular job after school, 69 percent indicated that they performed regular chores at home.

Pupils indicated in rank order that they felt that school was easy; pleasant; hard; unpleasant. Of 1,410 respondents, 1,015 indicated that they really like school. In response to a query "Do you think you misbehave in school," respondents indicated in rank order the following responses: sometimes; once in a while; no; and yes.

In response to the question "how well does your teacher think you are doing in school," 45 percent indicated that they were doing well but could do better; 28 percent indicated very well; 20 percent indicated average; and 6 percent not very well. Ninety-two percent of the respondents indicated that they thought that their teacher thought they could do better in their school work.

TABLE 28

"What do you like least about school; (Mark your first choice in column one, your second choice in column two, your third choice in column three)."

	1		2		3	
	P	N	P	N	P	N
Nothing	184	117	38	20	117	82
Reading	91	52	57	46	89	43
Math	119	94	90	53	91	42
Science	99	68	97	55	85	76
My Teacher	39	17	24	20	83	49
Trips	34	25	24	15	78	37
Everything	31	31	26	11	55	24
Language arts	59	41	98	43	79	57
Writing stories	84	48	95	70	113	75
Cultural activities	24	25	36	37	75	34
Physical education	46	41	50	30	82	40
Social Studies	81	49	85	61	99	82

The previous table is the presentation of the respondents' selection of those items presented to them which they like the least about school. For the Project Pupils the first choice ranking was: nothing; Mathematics; Science; Reading and writing. The teacher was selected as nine of twelve possible answers. The twelfth listing was cultural activities. When one considers the total choices made by the Project Pupils, their choice would range in the following order: Science; nothing; Mathematics; writing stories; in this instance the teacher retained the same rank of ninth of twelve. Everything was ranked twelve in total choices. For the Non-Project Pupils the first choice ranking was; nothing; Mathematics; Science; Reading; Social Studies; with the teacher being ranked as eleven of twelve. The total choices for the Non-Project Pupils indicated a ranking of nothing; Mathematics; Science; writing stories. The teacher ranked ten of twelve possible choices.

TABLE 29

"What do you like most about school? (Mark your first choice in column one, your second choice in column two, your third choice in column three.)"

TABLE 29 (cont.)

	1		2		3	
	P	N	P	N	P	N
Nothing	20	5	18	8	45	33
Reading	168	97	103	61	88	66
Math	137	92	74	70	87	66
Science	63	36	82	42	82	58
My Teacher	168	98	107	65	86	86
Trips	174	91	99	71	122	84
Everything	109	64	38	21	56	51
Language arts	68	62	83	47	80	50
Writing stories	42	32	64	32	70	41
Cultural activities	73	45	65	46	64	40
Physical Education	114	92	93	78	93	80
Social Studies	66	38	55	37	76	52

The above table presents the students' choices of what they liked most about school. The Project Pupils first ranking was: my teacher; Reading; trips; and Mathematics nothing was ranked twelfth. The total choice by the Project Pupils, in rank order listing was: trips; my teacher; Reading; Physical Education; Mathematics; with "nothing" again ranked twelfth.

For the Non-Project Pupils first choice rankings of what they liked most about school were: my teacher; Reading; Mathematics; Physical Education and trips; with "nothing" ranked twelfth. In total choices, the Non-Project Pupils rankings were: Physical Education; my teacher; trips; Mathematics; Reading with "nothing" in twelfth rank.

The pupils responses to these two questions indicated some ambivalence regarding academic areas, but there seemed to be no doubt of the pupils' attitude towards their teacher.

In response to the question, "How well do you think you are doing in school?" 50.5 percent of the Project and 46.7 percent of the Non-Project Students felt they were doing well but could do better; 22.9 percent of the Project and 28.7 percent of the Non-Project thought they were doing well; 17.4 percent of the Project and 21 percent of the Non-Project felt they were doing average; 9.2 percent of the Project and 5.4 percent of the Non-Project felt they were doing average; 9.2 percent of the Project and 5.4 percent of the Non-Project Pupils felt they were not doing very well. The responses to a parallel question "Do you think you could do any better in your school work?" showed that 92.6 percent of the Project and 86 percent of the Non-Project felt that they could do better. The pupil responses to this question parallel precisely their perception of what the teacher thought about their progress in the school.

Physical, dental and eye examinations during the current year were reported by 61.5% of the Project Pupils and by 54.3% of the Non-Project Pupils. Approximately 45 percent of the Project and 40 percent of the Non-Project indicated that this examination was done at the school.

Pupil responses for both the Project and Non-Project Pupils indicated very clearly that they were aware of the special Title I Program existing in their schools. A ranking of the programs within which the pupils participate according to their responses, were as follows: cultural enrichment; Reading; Language Arts; Mathematics; Work Study; Science; and bi-lingual orientations/instructions.

Attendance at summer school was reported by but 2.6 percent of the Project and 1.3 percent of the Non-Project respondents for last summer; and 2.2 percent of the Project and 2.9 percent of the Non-Project indicated that they had gone to a camp last summer. Of those who had indicated that they had gone to a camp in the summer, 41.6 percent of the Project and 38 percent of the Non-Project indicated that it was a

day camp which they had attended last summer.

While only 17 percent of the Project Respondents and 15 percent of the Non-Project Respondents indicated that they spoke a language other than English at home, the languages which were spoken in the home, in rank order by the Project Pupils, were as follows: Spanish; none of those noted, Portugese; Italian; French; German, and Polish; and for the Non-Project Pupils the ranking of languages spoken at home were as follows: none of those noted; Spanish, Portuguese; French; and Italian; Polish; and German.

The most popular trip made by these pupils, according to their responses, was to a museum. As part of their classroom work, 31.3 percent of the Project and 24.6 percent of the Non-Project Pupils report taking trips.

STUDENT TEACHER ANSWERED QUESTIONNAIRE/OPINIONNAIRE

A Questionnaire/Opinionnaire was designed and distributed to teachers in an effort to gain perceptions about pupils by teachers. Teachers were asked to complete this Questionnaire for the students to whom they distributed the Pupil Questionnaire.

These Questionnaires were distributed to Title I Schools and the teachers' responses were made on both Project and Non-Project Students. Two thousand Questionnaire/Opinionnaires were distributed; 1,406 Questionnaire/Opinionnaires were returned and were used (a 70% return) for the analysis which follows.

The majority of the responses made by teachers were on pupils in Grades Three through Seven; responses were made on approximately 100 more females than males in each category, Project, Non-Project. These responses reflect the opinions of 303 female and 224 male Project Pupils, and 469 female and 344 male Non-Project Pupils.

The teachers' responses indicated that the majority of pupil absences were up to ten days for the school year at the time that the responses were made with an overwhelming number of teachers indicating that, to their knowledge, these absences were due to illness.

According to these teacher respondents, there would appear to be a limited amount of school changing among those pupils for whom they had responded. Attendance in the other schools is illustrated in the following table.

TABLE 30

"Has this pupil attended any school other than this one since the beginning of the 1968-69 year?"

	P	N
No	529	736
Yes, one other school	32	73
Yes, but I do not know how many others	1	6
Yes, two other schools	0	0
Yes, three other schools	0	1

A great number of pupils about whom the teachers had responded had had some form of a Pre-First Grade experience, either in Kindergarten or Pre-School Programs. The minority of this experience was in Kindergarten. This is illustrated in the following table.

TABLE 31

"Which of the following school experiences did this pupil have before entering the First Grade?"

	P	N
None	79	85
Do not know	136	175
Kindergarten	315	494
Pre-School Programs	46	89

The teachers were queried as to the national minority group composition of the pupils in their classrooms. Their responses indicated that the largest minority group was black. The larger Spanish-surname group was Puerto Rican. The response of the teachers to this question is illustrated in the following table.

TABLE 32

"Does this pupil belong to any of these national minority groups?"

	P	N
Yes, Spanish surname of:		
Cuban descent	8	8
Mexican descent	0	6
Puerto Rican	41	42
Spanish descent	12	13
Yes, American Indian	3	6
Yes, Negro	432	597
Yes, Oriental	3	3
None of these	66	147

The national minority grouping was reflected in the responses made by the teachers to a query about a language other than English as being the primary language of the pupil's home. Spanish was the primary language other than that which was presented in the Questionnaire as the basic language in the pupil's home. Portugese and Italian were among the more frequently mentioned of those which were listed for the respondents on the Questionnaire. The primary language other than English which is utilized in the pupil's home is illustrated in the following table.

TABLE 33

"What language other than English is the primary language of this pupil's home?"

	P	N
Spanish	62	58
French	1	1
Polish	0	0
Portuguese	6	19
Italian	11	8
German	1	2
None of these	25	41

The teachers were asked to give their perception of the pupil's parental employment. The responses indicated that 3.3 percent of the Project Fathers were unemployed. Their responses also indicated that 20.4 percent of the Non-Project and 25 percent of the Project Pupils' homes were fatherless. Teachers' responses indicated that 68 percent of the Non-Project and 57 percent of the Project Fathers were working full-time.

Employment status of the pupils' mothers was also queries and the teachers' responses indicated that 43 percent of the Non-Project and 49 percent of the Project Mothers were not working. In addition, the responses indicated that 39 percent of the Non-Project and 31 percent of the Project Pupils' Mothers' were working full-time. These responses are illustrated in the two following tables which depict the teachers' responses to father and mother employment, respectively.

TABLE 34

"Is this pupil's father employed?"

	P	N
No.	16	21
Yes, part-time, seasonal or day work	55	49
Father deceased/no father in the home	102	130
Yes, full-time steady work	233	435
Total	406	635

TABLE 35

"Is this pupil's mother employed?"

	P	N
No.	199	268
Yes, part-time.	66	91
Mother deceased/no mother in the home	11	12
Yes, full-time.	124	244
Total	400	615

TABLE 36

"What is the educational level of the pupil's father?"

	1968-69		1969-70	
		N	P	Totals
Little or no education	7	10	11	21
Probably less than 8th grade	27	27	39	66
Probably completed 8th grade	63	49	38	87
Probably some high school	55	89	48	137
Probably completed high school	52	162	67	229
Probably some post high school training or college	28	28	16	44
Probably completed college	5	10	4	14
Don't know	NA	432	423	855

TABLE 37

"What is the educational level of the pupil's mother?"

	1968-69		1969-70	
	Total	Non-Project	Project	Total
Little or no education	18	7	9	16
Probably less than 8th grade	31	28	41	69
Probably completed 8th grade	42	41	39	80
Probably some high school	65	123	85	208
Probably completed high school	64	221	88	309
Probably some post high school training or college	124	37	16	53
Probably completed college	6	9	12	21
Don't know	NA	350	279	627

The preceding tables illustrate the teachers' perception of the educational level of the pupil's father and mother, respectively. On each table the results of the 1968-69 Evaluation responses to the same Questionnaire are included. The juxtaposition of the responses of the teachers in 1968-69 with the responses of the teachers in 1969-70 provides a comparison of the teachers' perception of the educational level of the pupils' parents. While the 1969-70 responses are numerically larger, the proportions are virtually the same as in the 1968-69 Evaluation. The majority of the teachers felt that the pupils' parents had had either some high school or had probably completed high school. The larger proportion of the mothers were indicated as having completed high school and had probably taken some post high school training unlike the fathers.

These teachers indicate in their responses that the school sending district would be best described as either residential and commercial or residential and industrial, in contrast to primarily residential.

Teachers responses indicated that they felt that 48 percent of the Project and 40 percent of the Non-Project Pupils were living in an area that would be best described as run-down, multi-family dwellings.

Fifty-five percent of the Project and 27 percent of the Non-Project Pupils, according to the teachers' estimate of the pupils' present attitude, would probably graduate from high school. Further, considering pupils' present attitudes, the teachers felt that 20 percent of the Project and 55 percent of the Non-Project Pupils would probably enter college. In a parallel question the teachers were asked to estimate, considering the pupils' ability, how fast the pupil might go in school. The teachers' responses indicated that they felt that 49 percent of the Non-Project and 27 percent of the Project Pupils would probably graduate from high school. The teacher responses indicated that they felt that of these pupils, 31 percent of the Project and 67 percent of the Non-Project, would probably enter college.

The teachers were asked to make an estimate of the parents' aspirations for the pupils. These responses are depicted in the following table. The teachers responses clearly indicate that parents are concerned about their children. The teachers' responses indicated that only 0.3 percent of the Non-Project and 0.6 percent of the Project Staff were not concerned with a child's educational achievement. In contrast, 27 percent of the Project and 42 percent of the Non-Project Parents, the teachers felt, wanted their children to be among the best in class.

TABLE 38

"In your opinion, which of the following statements best describes the educational aspirations which this pupils parents hold for him?"

	P	N
They are not concerned with their child's educational achievement	34	31
They want him to be above average	115	213
They want him to pass this grade	159	107
They want him to be the best in his class	116	352
They want him to be about average	144	121
Totals	568	824

The teachers were questioned as to the amount of communication between themselves and the pupil's parent. More than 95 percent of the teachers indicated that the pupils' parents had not failed to communicate with them about the pupils' progress or behavior problems when they requested such communication with the parents. Response to the question "What kind of communication have you had with the parent of this pupil?" showed that the majority of the teachers indicated (for both project and non-project pupils) that the greatest amount of communication took place at group meetings at the school. The kind and orientation of the communication with parents is illustrated on the following table.

TABLE 39

"What kind of communications have you had with a parent of this pupil?"

	P	N
No communication	168	203
Academic progress which I initiated	159	189
Behavior which I initiated	98	115
Academic progress parent initiated	87	164
Behavior parent initiated	45	75
Discussion of pupil's progress or behavior with parent at a meeting of a parent-teacher organization or at a school open house.	152	312

The teachers were asked to indicate, for the next school year their suggestion for the reading level material which they might recommend for the Title I Pupil with responses illustrated in the subjoined table. The table is most revealing when one notices that these teachers would recommend material that is a grade level above in difficulty for 24 percent of the Non-Project Pupils and for only 5 percent of the Project Pupils. They would recommend for 19 percent of the Non-Project and for 5 percent of the Project Pupils material that is a half grade level above in difficulty. The teachers would recommend for 32 percent of the Non-Project Pupils and for 15 percent of the Project Pupils material that is at grade level in difficulty. The teachers would recommend for 27 percent of the Project Pupils and for 16 percent of the Non-Project Pupils material that is a grade below in difficulty and half a grade below in difficulty for 85 percent of the Non-Project and 11 percent of the Project Pupils.

TABLE 40

"Looking ahead, to the next school year, for this pupil, which level of reading material will be the most appropriate for him?"

	P	N
Material that is a grade level above in difficulty	42	186
Material that is a half grade level above in difficulty	43	144
Material that is at grade level in difficulty	121	249
Material that is a half grade level below in difficulty	85	65
Material that is a grade level below in difficulty	214	121
Totals	805	765

The teachers responses indicated that, in rank order, the basis of placing pupils in special programs in Title I were: teacher referral; standarized test; and pupil grades.

The teachers were asked to provide their perceptions of pupil classroom behavior and interest in academic activities. Of 118 responses, only 23 pupils were indicated as showing total disinterest in academic activities while 47.5% (561), by teacher responses, demonstrated high interest. The teacher responses indicated that 13 of 1,015 pupils spend no time doing academic work while 77.6% (788) spend 75% or more of their time in disruptive behavior, and 49.4% (431) spent none of their time in disruptive behavior; 299 (34%) spent 1%-10% of their time in disruptive behavior.

These teachers were asked to rate each pupil on series of statements which related to the pupils academic performance and behavior since the beginning of the school year. For comparative purposes, the responses made by the teachers in the 1968-69 Evaluation to the same questions have been incorporated in the table that follows.

While the number of responses for 1969-70 are much larger than those of the 1968-69 Evaluation, the proportions remain consistent. A greater number of the teachers, according to their responses, could not discern much change in the pupils. The table does reveal a paucity of responses indicating changes for the worst, and significant changes for the better. The area of communication appears to be an area in which the teachers have noted greater improvement.

TABLE 41

"Please indicate below the change in this pupil's performance and behaviour since the beginning of the school year. Rate this pupil on each item, taking into consideration how he performed at the beginning of the school year and how he performs now."

TABLE 41 (cont.)

	Large Change for the better		Some Change for the better		No Apparent change		Some Change for the worst		Large Change for the worst	
	1968-69	1969-70	1968-69	1969-70	1968-69	1969-70	1968-69	1969-70		
Care in handling school property	50	180	43	435	78	708	4	21	10	3
Responsibility completing assignments	56	251	49	562	68	477	5	63	14	3
Attentiveness in class	43	214	61	568	59	474	10	75	12	9
Creativity	39	142	55	445	80	724	6	23	13	4
Relationships with adults	52	152	60	409	62	658	9	20	12	5
Relationships with other pupils	46	178	57	529	72	595	10	42	9	6
Amount of disruptive behaviour	41	172	31	329	88	712	17	64	12	10
Understanding oral instructions	58	186	61	624	51	325	6	20	15	3
Understanding written instructions	56	183	64	573	53	567	5	20	15	2
Accuracy in self-evaluation	45	119	58	524	73	652	6	23	10	2
Self-concept	55	182	61	554	64	570	6	20	8	2
Dress Habits	41	169	46	358	93	798	3	15	13	2
Anxiety	30	118	42	316	102	854	7	35	9	5
Liking his teacher	35	229	49	511	72	569	2	25	33	3
Independence	56	223	45	613	62	475	5	28	36	1

ADMINISTRATOR QUESTIONNAIRE/OPINIONNAIRE

The following section of the evaluation presents the responses made by 57 of 63 Principals who were sent the Administrator Questionnaire/Opinionnaire and 55 of 63 Project Coordinators who were also sent the Administrator Questionnaire/Opinionnaires (88.8 percent return).

The Principal and Project Coordinator in each Title I School were sent the specially prepared Administrator Questionnaire/Opinionnaire. This instrument was designed to elicit responses pertinent to the administrative aspect of the Title I Program and of normal school operation. The same basic instrument was used to obtain the perception of the administrative aspects of the individual school situations.

In the text, cross references are made to the responses of the Principal and the Project Coordinator to common items as well as to responses made in the 1968-69 Evaluation. This procedure provided an

opportunity to correlate perceptions held by these Administrators regarding similar concepts.

The following tables are a presentation of the responses of the Principals and Project Coordinators regarding the changes in enrollment in the schools from October, 1969, to the time of the response (January 1970).

The greatest number of pupils reported to have been enrolled was in an elementary school. A Principal reported 856 pupils as being enrolled and an elementary Project Coordinator reported 978 pupils, respectively. On the secondary level, 234 pupils were reported by both classification of respondents as being the largest number transferred or withdrawn. The Principal and Project Coordinator reported, respectively, six and eight as being the smallest number of pupils transferred or withdrawn. The averages for these respondents is presented on the table.

TABLE 42

"How Many Pupils Enrolled In This School After The School Year Began?" (October 1, 1969 To The Present)"

	Principal		Project Coordinator	
	Elementary	Secondary	Elementary	Secondary
Total Number	4,314	1,470	3,465	1,443
Total Respondents	35	12	32	12
Average	123.25	122.5	108.28	120.25

In an effort to develop a perception of the dropout rate in the Title I Schools, particularly in secondary schools, the respondents were asked to indicate the number of withdrawals that would be classified as dropouts. Twelve Principals of secondary and special schools included in the study who responded stated the largest number was 54 while three indicated none would be so classified. The same number (54) was reported as a high by a Project Coordinator respondent and four reported that none would be so classified.

TABLE 43

"How Many Pupils Withdrew Or Transferred From This School After The School Year Began? (October 1, 1969 To The Present)"

	Principal		Project Coordinator	
	Elementary	Secondary	Elementary	Secondary
Total Number	3,270	1,007	3,403	757
Total Respondents	39	10	38	11
Average	83.8	100.7	89.55	68.81

The same number (54) was reported as a high by a Project Coordinator respondent and four reported that none would be so classified.

The total dropouts reported by the Principals (165) and by the Project Coordinators (112) might be related to the total City dropouts of 914 for the period of July 1, 1968 to June 30, 1969.[15] The City dropout number has been declining during the past few years. The average monthly dropout rate as reported for 1968-1969 period is approximately 76 per month while that of the Principal respondents included in this study was approximately 55 per month for the Title I Secondary schools.

In response to the query "What grade did the change in school enrollment seem to be most frequent?", the Project Coordinators indicated First, Third and the Special Schools; while the Principals indicated First, Third, Seventh, and the special schools as the grade levels in which the most frequent change in enrollment took place.

The responses of the Project Coordinators and the Principals indicated that the representation of all grades were manifest in the responses and that the special schools were clearly defined as being part of the sampling.

The majority of the buildings housing the programs surveyed were 60 or more years of age. The next most frequently indicated category-age was 50 to 60 years. The responses would indicate a pattern of construction in Newark. The majority of the buildings were 50 or more years old; the responses indicated a limited amount of construction prior to five decades ago, virtually none two to three decades ago, with construction taking an upswing approximately 10 years ago.

Approximately 45 percent (23) of the Project Coordinators were male, and 28 (55 percent) were female; their median age was in the 44 to 49 age bracket.

Slightly more than 4 percent of the Project Coordinators served also as the Principal of the school [(data indicate that these combinations occur in non-public schools; 72 percent (36) of the Principals were male and 14 (28 percent) were female. Their median age was in the fifty-four age bracket.]

While 15.4 percent of the Project Coordinators live in the school attendance area; 36.7 percent live in the City of Newark.

Approximately 88.5 percent of the Project Coordinators had 10 or more years of full time teaching experience. In addition 42 of 51 indicated that they had had 10 or more years experience in teaching in the City of Newark. Among the Principals 96 percent indicated that they had 10 or more years experience of teaching, and 48 to 51 indicated they had had 10 or more years experience of teaching in the City of Newark.

TABLE 44

"Many Withdrawals Would Be Classified As Dropouts?"

	Principal Secondary	Project Coordinator Secondary
Total Number	165	117
Total Respondents	12	11
Average	13.75	10.63

The preceding table depicts the responses of the Project Coordinator and the Principal to the question as indicated. It is interesting to note that these responses came from personnel working in the same school. The responses indicate a basic difference in perception of the area served by the school.

While 73.9 percent of the Principals indicated that the Pupils were organized for instruction on the

regular instructional program in the school by grade, 71 percent of the Project Coordinators so indicated. Approximately 20 percent of both indicated that there were some non-graded class instructional programs in their school. Both the Project Coordinators' and the Principals' responses indicated that there was a nearly equal division between the grouping of pupils and the regular instructional program as either homogeneous or heterogenous.

Both the Principals and Project Coordinators indicated that pupils" grades, teacher referrals, and special needs were very frequently used in placing pupils in classes for the regular instructional program in the schools. Both groups felt that the method used was the best for the pupils, but 55.3 percent of the Project Coordinators and 61.2 percent of the Principals indicated that they felt there might be a better way of placing pupils in classes in various levels of the regular instructional program.

Both the Project Coordinators and Principals indicated the approximate size of the building as being one containing 30 but less than 50 regular size classrooms, and that there were either two or three large instructional rooms (rooms designed for use by 60 or more students) not counting auditoriums and cafeterias.

Only two of 51 Project Coordinators indicated that they had had one year or less teaching in this school. The median was at least six but less than 10 years of teaching in this school. The median for the number of years including the present that they have held their current position was more than one but less than three. The Principals indicated that their median years of teaching in this school was at least three years but less than six and this same median was indicated as the number of years that they had held their present position.

Thirty-four percent of the Project Coordinators are Black and 66 percent are not members of any national minority group; 89.9 percent of the Principals indicated that they were not members of any national minority group, while 4.1 percent of the Principals indicated they were Black.

While the median number of days indicated by the Project Coordinators for absence from the school for any reason, was one to four days, the median (and 57 percent) of absence indicated by the Principal was no days absent.

TABLE 45

"Which of the following best describes the neighborhood or attendance area served by this school?"

	PC*	P**
Primarily residential, single family homes	(4) 0	(3) 15
Primarily residential, multiple family homes	(3) 11	(2) 17
Industrial and residential	(2) 18	(1) 25
Commercial and residential	(1) 24	(4) 4

TABLE 46

"Indicate the number of the following types of professional staff members available to pupils in the school."
"Make no mark for none:"

TABLE 46 (cont.)

	Less than 10		10-20		21-40		41-60		More than 60	
	PC	P	PC	P	PC	P	PC	P	PC	P
Regular Classroom teachers	7	6	8	7	10	17	7	12	7	6
Special Instructional Personnel (speech, Physical Ed., Art, Music, Reading, etc.	24	21	22	17	4	5	8	0	0	0
Health Personnel (school nurse, school physicians etc.)	46	48	0	1	0	0	0	0	1	1
Psychological Personnel (social workers, counselors, school psychologist);	42	42	0	1	0	0	0	0	1	1
Media Specialists	21	23	0	0	0	0	0	0	0	0
Paid Community Personnel	30	28	5	5	1	0	0	1	0	0
Volunteer Community Personnel	28	30	4	2	0	0	0	0	0	0

The above table indicates the responses made by Project Coordinators and Principals and depicts full time availability from various professional staff to the pupils in the schools. These responses bear out the information presented in another part of this report. It further indicates that there is available to pupils professional and non-professional staff which could be utilized to enhance educational opportunities.

TABLE 47

"Please indicate if the classrooms in your school are equipped with the following fixed facilities: Indicate your estimate of the frequency of the use of these facilities.

	Most of the time		Some of the rooms		Yes		No		Some of the time		Seldom	
Projection screens	7	10	26	23	16	24	12	2	26	19	0	0
Light control for projection (e.g., room-darkening drapes or shades.	10	11	30	30	26	26	7	7	19	18	0	0
In-room connections for closed-circuit television	0	0	1	0	4	2	10	12	1	0	0	

	Most of the time		Some of the rooms		Yes		No		Some of the time		Seldom	
Electrical outlets for audio-visual equipment	21	23	11	8	36	35	0	0	11	12	0	0
In-room terminals for television antenna	2	2	0	0	7	6	40	2	4	0	3	

"Which facility, that you do not have, do you feel you could most use in your program?"

	PC	P
Projection screens	(4) 8	(4) 9
Light control for projection	(3) 12	(3) 12
In-room connection for closed circuit television	(2) 17	(1) 21
None of these	(1) 16	(2) 13

The above charts depicted the responses of the Project Coordinator and Principal regarding certain equipment in the classrooms. The availability of much of this equipment is validated by the respondents' answers to the query: "Which facilities do you feel you would most use in your program?" The fact that the Project Coordinator rank first "none of these" and the Principals ranked "none of these" second is indicative of the fact that much of this equipment is available; however, the indication of inter-room connection for closed circuit television and light control for projection as facilities that the respondents do not have would tend to indicate that these facilities would further enhance their program.

TABLE 48

"Please indicate the specialized facilities available in your school by marking the appropriate circle. (Mark Yes only if the primary use of the available facility is as indicated.)"

	Yes		No	
	PC	P	PC	P
Multi-Purpose Room (large room suitable for such multiple activities as gymnasium, cafeteria, auditorium, etc.)	21	29	22	20
Central Library (services entire building and primarily houses books)	42	40	5	3
Classroom Libraries (collections of books, not including regular texts, housed within classrooms. This may include collections loaned from a centralized library and housed within in classrooms for an extended period of time.)	33	35	9	11

TABLE 48 (cont.)

	Yes		No	
	PC	P	PC	P
Media Center (services entire school and primarily for use of students, may include audio-visual equipment and materials)	18	16	29	29
Teacher Reference Center (a room containing current publications and reference materials for teachers' use in the development if instructional materials)	20	22	27	25
Audio-Visual Room (a special room containing projection equipment and room darkening)	3	4	18	1

TABLE 49

"If you have indicated the availability of Instructional Materials Production facilities in your school please indicate below the type of materials which can be produced: Indicate your estimate of the frequency of the use of these facilities."

	Most of the time		Yes		No		Some of the time		Seldom	
	PC	P	PC	P	PC	P	PC	P	PC	P
Duplicated materials (spirit masters or mimeograph)	240	24	280	30	0	0	20	2	0	0
Overhead transparencies	6	10	28	30	0	0	2	2	0	0
Copies of single pages from printed materials slides	6	8	27	28	3	4	13	10	2	5
Duplicates of photographic slides	1	1	4	3	22	23	2	0	1	3
Photographic prints and/ or slides	1	1	6	6	21	19	6	2	0	1
Lettering for posters, signs, photography, T.V. etc.	1	2	13	12	14	15	10	8	1	2
Motion pictures	1	2	6	6	15	23	4	3	0	1
Audio-tape or disc recordings	3	6	16	23	6	9	8	10	1	4

In the preceding two tables the availability of instructional materials, and production facilities in the school were indicated. In the tables the respondents indicate type of material that can be produced in the instructional materials production facility and the estimated time that that particular instructional production material is utilized. The reader will notice some facilities are used extensively, while other facilities, when available, are limited in their use. The most common and frequently used instructional material production facility is that of duplicator and duplicating materials (spirit-masters or mimeographs). There appears to be an infrequent use of the production of overhead transparencies as indicated by these respondents. One might surmise that the infrequent use of copies of single pages from printed material is reflected in the fact that most students have a common text which is most frequently used in teaching situations.

TABLE 50

"If you have indicated that Learning Laboratories are available in your school, please indicate the stations equipped as indicated below: Also give your estimate of the frequency of use of that facility."

	Have		Do not Have		Seldom		Some of the time		Frequently	
	PC	P	PC	P	PC	P	PC	P	PC	P
Audio equipment only (e.g. tape recorder)	9	14	0	10	0	3	5	7	4	4
Audio and visual equipment	13	12	0	1	0	1	3	2	10	8
Visual equipment only (e.g. silent motion pictures, overhead transparencies, etc.)	10	13	0	1	0	3	4	2	5	6
Television receivers	7	0	3	4	2	5	4	4	1	1
Non-computer type teaching machines	7	5	3	7	0	0	2	1	4	5
Computer terminals	0	0	9	11	0	0	0	0	0	0

On the previous table, the replies depicted indicate the availability of learning laboratories in these schools. These responses further depict the availability of certain stations and the estimate of the frequencies of the use of those facilities. The table indicates that there is in these schools and in the learning laboratories a limitation of television receivers, non-computer type teaching machines, and computer terminals. The table further indicates that audio and visual equipment only are the most common of the available equipment and that the audio-visual equipment has most frequent use.

TABLE 51

"Which facility, that you do not have, do you feel you could use most in your program?"

	PC	P		PC	P
Multipurpose Room	14	12	Audio-Visualroom	16	13
Central Library	3	2	Instructural Materials		
Classroom Library	0	1	Production Center	4	8
Media Center	12	10	Television production studios	4	6
Learning laboratories	21	15	Teacher reference center	10	8
None of these	6	3			

The above table depicts the Project Coordinator and the Principals' responses to a query regarding those facilities that they do not have which they feel would be most useful in their program. The five most frequently mentioned facilities by both Project Coordinators and Principals were in rank order: Learning Laboratories; Audio-Visual Room; Multi-purpose Rooms; Media Center; and Teacher reference Center. In a previous chart the availability of Central Library and Classroom Library were indicated and in this instance those facilities are among the lowest rank of facilities that they do not have which they feel could be the most useful in their programs.

Both the Project Coordinators and the Principals indicated that the majority of the teachers in their school do not use any instructional resources from outside of the local school system center.

The median number of Teacher Aides as indicated by the respondents, both Project Coordinator and Principal, was four. Seven of the Project Coordinators indicated there were eight or more Aides in the school, and ten Principals indicated there were eight or more Aides in their school.

TABLE 52

"Indicate the duties and estimate the time the Aides spend on each duty."

	Duty		Regularily		Most of the time		Part of the time	
	PC	P	PC	P	PC	P	PC	P
Take attendance	12	7	9	9	1	1	10	11
Collecting/distributing materials	20	23	24	22	2	3	14	16
Supervision of halls	19	11	12	12	0	0	12	13
Supervision of playground	25	21	23	21	0	0	11	10
Supervision of lunchroom	22	20	26	23	1	1	8	8

TABLE 52 (cont.)

	Duty Regularly		The time		Most of the time		Part of the time	
	PC	P	PC	P	PC	P	PC	P
Preparing and mounting bulletin boards	17	14	13	10	2	3	17	17
Telling stories	15	15	6	7	3	2	20	20
Duplicating materials	20	21	18	17	4	3	18	16
Working with teacher and pupils	26	27	27	27	7	9	4	4
Operating equipment (projectors, etc.)	14	15	5	3	3	3	20	15

The above table is a composite of the responses of the Project Coordinator and the Principal regarding the duties and the estimated amount of time spent on the duty by the Teacher Aides in their schools. The responses of both the Project Coordinator and the Principal are parallel in this regard. The rank order of duties prescribed to the Teacher Aides are: working with teacher and pupils; supervision of playground; supervision of lunchroom; duplication of material; collecting and distributing materials; supervision of halls; preparing and mounting of bullentin boards; telling stories; operating equipment, (projectors, etc.); and taking attendance. While these estimates of duties which put working with teacher and pupils as the most frequently indicated duty and supervision which relieves the teacher of many of these non-professional duties, the distribution of estimated time spent on these duties as indicated on the chart does not parallel with the schedules reviewed for the interim report.[16]

Both respondents, Project Coordinators and Principals, indicated that the Aides had received training for their duties. In more than 75 percent of the cases, the respondents indicated that the training was a combination of both in-service and pre-service training; 81.8 percent of the Project Coordinators felt that the most effective form of training would be in-service training; while 64.3 percent of the Principals felt that a combination of the pre-service and in-service training would be the most effective for the training of Teacher aides.

In response to the query, "Did you participate in the training of the Aides?", 54.5 percent of the Project Coordinators indicated that they had participated in this training, while 45.5 percent of the Principals indicated that they had participated in the preparation of the Aides. A majority of the teachers were participants in the training of the Aides (Project Coordinators reported 61.4 percent and Principals reported 56.8 percent of the Teachers participated in the training of the Aides). In more than half of the instances reported, the teacher, who had an Aide, was involved in the training of that Aide.

Respondents indicated that approximately half of the Aides received other training such as college extension or special programs provided by the system.

While 47.9 percent of the Project Coordinators felt that the Aides received adequate training for the role, 7 out of 48 indicated that they felt that the Aide had not received adequate training. The Principals' response to the same query, indicated that 44 percent felt that the Aide had received adequate training, and seven out of 50 indicated that they felt that the Aide had not received adequate training for the role.

Unanimously, the respondents indicated that the Aides were recruited from the school attendance area. While there was divergence in opinion as to who assigned the Aides, the majority of the respondents indicated that the Aides were assigned by the Board of Education's personnel department (61 percent of

the Project Coordinators and 69 percent of the Principals).

The respondents indicated that Aides were assigned part time through all grades, K through 12. More than 90 percent of the Aides, as indicated by the respondents, were assigned full time on the secondary level on a full time basis.

The Project Coordinators and the Principals agreed that the criteria used in making the assignments were in rank order: school needs; skills; personality and residency. These rankings were precisely the same as reported in the 1968-69 Evaluation.[17] Some of the respondents indicated that they did not know what criteria was used in making the assignments.

The majority of the Project Coordinators 71.7 percent indicated that they felt the Aides caused no problem in the school, while 60 percent of the Principals indicated that the presence of Aides had caused no problem in the schools. Only 11 Principals and 12 Project Coordinators indicated that the Aide had caused a few problems in the school.

Both the Project Coordinator and the Principal indicated that, in rank order, the greatest contribution of the Aides to their school was to make the teacher more effective in the classroom, relieved the teacher of many routine chores; and develop community/school relations. None of the respondents indicated that the Aide had not made a contribution to the school.

All of the respondents stated that their school had an Advisory Committee. The Advisory Committee had a median membership of 11 to 15 members, 7 Project Coordinators indicated that the Advisory Committee membership was 20 or more and six Principals likewise, indicated a membership of 20 or more. The respondents indicated that the Advisory Committee was, in the majority, volunteer. Criteria for membership in the Advisory Committee was indicated in the Questionnaire/Opinionnaire: The Project Coordinators indicated that they were (15) representative of a recognized community groups (13) had a child in the school system, (12) maintained school-community residence required, and (6) were representative of a prescribed community group. The Principals indicated that they: (18) were representative of a recognized community group (11) having a child in school, (10) maintained school community residence required and (8) were representative of prescribed community groups. (The number in parenthesis indicated the number of respondents so indicating. The criteria are presented in rank order.)

Composition of the Advisory Committee included the Principal, the Title I Project Coordinator, parents, classroom teachers, Title I Project Teachers, Teachers Aides representative of recognized community groups; seven of the respondents, both Project Coordinator and Principal indicated that students were included in the Advisory Committee.

TABLE 53

"What do you feel was the purpose of this group?"

	PC	P
To obtain community involvement in Title I program	(1) 34	29
To improve school/community relations	(2) 33	26
To provide for community involvement and guidance in school programs	(3) 30	28
To plan and coordinate Title I activities	(4) 16	17
To "sell" Title I to the community	(5) 3	4

The above chart is a depiction of the responses of the Project Coordinator and the Principal as to what they felt should be the purpose of the group. These purposes in rank order, by the responses of the respondents were: to obtain community involvement in Title I Programs; to improve school/community relations; to provide for community involvement and guidance in school programs; to plan and coordinate Title I activities, and to "sell" Title I to the community. (From the chart above, one can see that the last alleged purpose was not considered to be any significance by these respondents.) The first ranking, as well as other rankings, were identical with those given by the respondents in the 1968-69 Evaluation.[18]

TABLE 54

"What do you feel should be the purpose of this group?"

	PC	P
To improve school/community relations	(1) 20	(3) 23
To plan and coordinate Title I activities	(4) 13	(4) 17
To obtain community involvement in Title I Programs	(2.5) 27	(2) 24
To "sell" Title I to the community	(5) 2	(5) 2
To provide for community involvement and guidance in school programs.	(2.5) 27	(1) 32

The above chart depicts the responses of the Project Coordinator and the Principal to the same list of purposes but with indication of what the purpose should be.

The Project Coordinators, in rank order, felt that the purpose of the group should be to improve school/community relations; equally to obtain community involvement in Title I Programs; and to provide for community involvement and guidance in school programs; to plan and coordinate Title I activities; and to "sell" Title I to the community. The Principals, in rank order, felt that the purposes of the group should be: to provide for community involvement and guidance in school programs; to obtain community involvement in Title I Programs; to provide school/community relations; to plan and coordinate Title I activities; and to "sell" Title I to the community. It is worthy to note again that the purpose of, to "sell" Title I to the community, was indicated as an avowed purpose by the group by only two of the respondents in each category.

In both charts presented, replies by the respondents of "what was the purpose" and what should be the purpose of the Advisory Committees" shows that these Administrators regard highly community involvement in the Title I Program.

The Project coordinators saw their role with the Advisory Committee to be in rank order to interpret Title I to the group; to coordinate all activities (and implement plans), to provide advice and consultation; to provide leadership; and to plan the activities (and implement plans), to provide advice and consultation; to provide leadership; and to plan the activities of the group (seven respondents). The Principals saw their role with the Advisory Committee as being, in rank order: to provide advice and consultation; to provide leadership; to interpret Title I to the group; to coordinate all activities (implement plans). No Principal said that he saw his role as being that of "to plan the activities of the group." These perceptions of role in relationship to Advisory Committees would tend to indicate the closeness of the Project Coordinator with the Advisory Committee and the Principal's perception of the Title I Program being a part of the total school operation. These perceptions parallel those held by the Administrators surveyed in the 1968-69 Evaluation.[19]

In the majority of cases, as indicated by both the Project Coordinator and the Principal, the pupils are organized for instruction in the Title I Program, primarily on a graded concept. More than one-fourth of both respondents indicated that the pupils are grouped for assignment to teachers in the Title I Program on a homogeneous basis in both graded and non-graded situations. The Project Coordinators and the Principals agree that first consideration for placing pupils in class levels in the Title I Program was special needs (e.g., psychological or emotional problems, physical handicap or language difficulties), scores on standarized tests of achievement and of intelligence, teacher referral; and less than 20 percent indicated the use of pupil's grades as a means of placing pupils in class levels in Title I Programs. An overwhelming number of respondents indicated that they felt that this method was to the best advantage to the pupils; however, 52.2 percent of the Principals felt that there might be a better way, and 54.3 percent of the Project Coordinators felt that there might not be a better way.

TABLE 55

"What do you feel has been the effect of Title I?"

	PC	P
On your school?		
In-service training of teachers	34 (4)	30 (4)
Increase in school/community relations	41 (3)	38 (3)
Increase in audio-visual equipment and materials	48 (1)	46 (1.5)
Improvement in teaching learning situation	45 (2)	46 (1.5)
No effect	1 (5)	0 (5)
On the participating teachers?		
Provided increased opportunity for In-Service training	35 (4)	34 (4)
Provided more opportunity to meet the needs of the pupils	44 (1)	45 (2.5)
Provided equipment and materials which made the teacher more efficient and effective	43 (2)	46 (1)
Provided opportunity to incorporate cultural activities into the curriculum	42 (3)	45 (2.5)
No effect	0 (5)	0 (5)
On the non-participating teachers?		
Made them more confident with the teaching situation	34 (3)	22 (4)
Provided opportunity for In-Service training	28 (4)	27 (3)
Acquainted them with and provided them with teaching aids (Audio-visual equipment)	37 (1.5)	38 (1)
Increased their knowledge of available resources	37 (1.5)	39 (1)
No effect	0 (5)	0 (5)

TABLE 55 (cont.)

On Pupils		
Improved reading raised academic level	42 (3)	41 (3)
Improved pupil's level of aspiration	36 (4)	46 (2)
Provided opportunity for pupils to visit and experience cultural and curriculum related sites	47 (1)	47 (1)
Improved pupils to self-image	45 (2)	40 (4)
No effect	0 (5)	0 (5)

The preceding chart depicts in rank order, the perceptions of the respondents as to the effect of Title I in their school situation. The numbers in parentheses represent the rank order of these responses. These questions were posed to the respondents in the 1968-69 Evaluation.20In the 1968-69 Evaluation both the Project Coordinator and Principal indicated as they did in 1969-70 that the major effect of Title I on their schools has been the increase in audio visual equipment and materials.

In 1968-69, both the Project Coordinator and the Principal indicated that the "enlarged scope of their role" was ranked first as it was in 1969-1970 by the Principal, and third by the Project Coordinators.

In 1968-69, both the Project Coordinator and the Principal felt that the provided equipment and materials which made the teachers more efficient and effective was rated as the greater contribution. This is the same as the Principals had ranked it in 1969-70, although the Project Coordinators had given it a second ranking.

The Project Coordinator and Principal in 1968-69 ranked the "acquainted and provided them with teaching aids (audio-visual equipment)" as the major effect on the non-participating teacher, which was ranked first by the Project Coordinators and second by the Principals in 1969-70.

When the Project Coordinator of 1968-69 and 1969-70 indicated the major effect on pupils as being "provided opportunity to visit cultural curricular related sites," the Principals of 1968-69 had ranked improved reading (raised academic level) as the greatest effect; in 1969-70 Principals joined with the Project Coordinators in asserting that it "provided opportunity to visit cultural and curriculum related sites" as being a major effect.

The Project Coordinators of 1968-69 and 1969-70 felt that the greatest effect of Title I on parents was "to provide parents with an opportunity to better understand the problems in the teaching-learning situation, which was also ranked first by the Principals of 1968-69; the 1969-70 Principal responses indicated an equal effect of the "increase parent's involvement in school activities" and "made the parent aware of what contributions they could make towards helping the child academically", while what they had ranked as first in 1968-69 had slipped to third rank position in 1969-70.

It is worthy to note that of all of these respondents, only four indicated that there had been no effect made by the Title I Program, three of which were indicated by the Principals.

Seventy-five percent of the Project Coordinators and 60 percent of the Principals indicated that they felt that the age of the school building affected the Title I Program.

In response to the query "What do you feel has been the greatest handicap to the success of the Title I Program?", the Project Coordinators indicated, in rank order: the lack of funds to expand the Program, the lack of space in the building to adequately carry on the Program; pupil turnover; and staff turnover. The Principals responding to the same question indicated, in rank order: the lack of space in the building to adequately carry on the Program; the lack of funds to expand the Program; pupil turnover; and staff

turnover. Other than the juxtaposition of the first two ranked handicaps, the Principal and Project Coordinators agree as to what has been the greatest handicap to the success of their Program. It is interesting to note that there was a space for the respondent to indicate "There has been no handicap to the Program". No respondents marked this response.

This question was posed to the respondents: "What do you feel is the greatest success in your Title I Program?" The Project Coordinator indicated in rank order: the provision of equipment and supplies; the changing of pupil attitudes toward school; the involvement of community people in the school Program, and the in-service training of teachers. The Principals' responses to the same question, showed that the Principals put the ranking of greatest success in the same order that the Project Coordinators did. Again, it is interesting to note that there was a response made available to these respondents, e.g., "There has been no success." No respondents marked this response.

A total of 5.7 percent of the Project Coordinators, and 47.6 percent of the Principals stated that they felt that practices or procedures that have resulted from Title I Projects have had an effect on practices and procedures in other classes and grades in their schools. Two Principals indicated that they could ascribe no practices or procedures resulting from a Title I Project as having had an effect on any practices in other class or grades in their school (two of 65 respondents).

Of the Project Coordinators, 72.0 percent and 75.4 percent of the Principals indicated that they felt that they had clear lines of communication between each other (the Principal and the Project Coordinator).

Furthermore 59.0 percent of the Project Coordinators and 44.3 percent of the Principals indicated that they felt there were clear lines of communication between them and the Office of Special Assistance. Six Principals indicated that there were not clear lines of communication between them and the Office of Special Assistance. No Project Coordinator gave this response.

In response to the query, "What of these would aid the line of communication with the Office of Special Assistance," the Project Coordinators indicated, in rank order: more personal visits by the Office to the schools; develop early in the year a calendar for Title I activities; improve the delivery of the materials to the Office; increase the professional staff; and none of these. The Principals' response to the same query, in rank order, was: more personal visits by the office to the schools; improve the delivery of materials from the Office; none of these, develop early in the year a calendar for Title I activities; and increase the professional staff. It is worth comment at this point that the Project Coordinator and Principal both indicate major help in the lines of communication would be more personal visits by the Office of Special Assistance Programs to the schools, and the need for expediting the delivery of materials (which has been touched on in other segments of the evaluation). While not a direct means of communication, the high ranking given indicates a concern by both respondents for the need to expedite the delivery of supplies, materials, and requisitions which are needed in and for Program function.

Two of 49 Project Coordinator respondents and six of 48 Principal respondents indicated that there were no Title I personnel meetings held in their school. "Where were the meetings held?", 83 percent of the Project Coordinators indicated that they called the meeting and 72.2 percent of the Principals indicated that the Project Coordinator called the meetings. The respondents indicated that these meetings are not normally held at regular intervals (68.6 percent of the Project Coordinators and 76.1 percent of the Principals indicated that the meetings were called as needed.)

TABLE 56

"What are the principle agenda items? (Mark no more than 3 times)"

	PC	P
Budget	13 (4)	8 (4)
Program problems	38 (2)	41 (1)
Activity program reports	30 (3)	33 (3)
Program planning for the future	44 (1)	40 (2)
None of these	1 (5)	2 (5)

The above table depicts the responses, in rank order, of the Project Coordinator and Principal as to the principle agenda items of the Title I personnel meetings. The respondents were asked, as noted on the chart, to respond to no more than three items. Other than the adjusted position of the first and third item by the two different respondents, the major perception of the agenda items were identical. It is interesting to note that of the choice of three of five items available that one Project Coordinator and two Principals indicated that the principle agenda item was none of those provided for selection.

The respondents were asked two opinion questions which relate to services provided by Title I. The first query was "in your opinion have there been any services which were once provided by state or local funds which are now being financed by Title I funds?" Their responses were as follows: 36 of the 47 Project Coordinators responded no; 11 indicated yes; 8 of 46 Principals indicated yes, and 38 indicated that there were not any services once provided under state or local funds which are now being financed by Title I funds.

The other opinion question was: "in your opinion are there any services that are being provided under Title I funds which should be funded by state or local funds?" 15 of 48 Project Coordinators said yes, and 25 of 47 Principals responded to the same query affirmatively. The responses of these administrative personnel to these two questions would clearly deny any perception that Title I funds are being used to provide services which were previously provided by state or local funds, and further and probably more important, these respondents indicated that there were services now being provided under Title I funds that should be financed by state or local funds.

TABLE 57

"In your opinion are there any services that are being provided under Title I funds which should be funded by state or local funds?"

	1968-69		1969-70	
	PC	P	PC	P
	Rank	Rank	No. Rank	No. Rank
Increase in the number of children involved directly in the Program	(2)	(2)	41 (1)	44 (1)

Table 57 (cont.)

	PC Rank	P Rank	PC No Rank	P No Rank
Provide for funds to be allocated for three or more fiscal years	(3)	(3)	39 (2)	41 (2)
Increase in the number of Project Teachers	(1)	(1)	32 (3.5)	32 (3)
An increase in the In-service Teaching Training	(7)	(4)	21 (5)	20 (4)
Provide for more autonomy	(11)	(11)	8 (10.5)	18 (5)
Provide for more job security in Title I by "contracting" the positions	(4)	(7)	32 (3.5)	17 (6)
More effective relationship being developed between all programs	(10)	(9)	19 (7.5)	17 (7)
Increase in the amount of audio-visual equipment and other teaching aids	(6)	(5)	8 (10.5)	15 (8)
Provision for added consultants	(9)	(10)	19 (7.5)	14 (9.5)
Increase the compensation for Project Coordinators and provide compensation for Project Teachers	(5)	(6)	20 (6)	14 (9.5)
More and frequent workshops for Title I personnel	(8)	(8)	16 (9)	11 (11)

The above table depicts the responses of the Project Coordinator and the Principal to a selection of 5 to 11 possible responses as to what they would like to see incorporated into the next Title I proposal, for purposes of contrast the responses by the same personnel the 1968-69 Evaluation is made a part of this table. [21]

Assuming that the respondents indicated those five potentials that they would like to see incorporated into the next Title I Program, one is compelled to note the predominance of responses for an increase in the number of children involved directly in the Program, which was ranked first by both the Project Coordinator and the Principal, and the check of the table indicates that this ranked second by the 1968-69 respondents. The second highest ranked by both type of respondents was the provision of funds to be allocated for three or more fiscal years (which was ranked third by the 1968-69 group). The third highest ranked perception by both the Project coordinator and the Principal was an increase in the number of Project Teachers (which was ranked first by the 1968-69 respondents).

While the complete analysis of the above chart would be most revealing as to the perceived values held by the respondents of those items they would like to see incorporated into the next Title I Proposal, it becomes extremely apparent that these respondents hold as paramount the increased number of pupils to be involved in the Program, and as a parallel an increase in the number of Project Teachers. Both of these elements were noted in the 1968-69 Evaluation. It would appear apparent to even a most casual reader of this chart that these administrators are clearly indicating the need for an increase in pupils involved in a Program and for teachers to help these pupils in the Program. This is a clear and forceful indication that they perceive the Program as being one which has made many inroads on the educational deprivation of pupils and which should be increased to involve more pupils.

APPENDIX

TITLE I EVALUATION SCHOOL LIST

DISTRIBUTION AND RETURNS OF QUESTIONNAIRE – 1970

Type School	Proj. Coord. Admin.		Teacher		Parent		Pupil		Student	
(Elementary)	Sent	Returned	Sent	Returned	Sent	Returned	Sent	Returned	Sent	Returned
Avon Ave.	2	2	4	4	46	38	46	46	46	46
Belmont-Runyon	2	2	4	2	40	24	40	24	40	24
Bergen St.	2	2	4	4	40	31	40	35	40	36
Broadway	2	2	4	4	40	27	40	28	40	30
Burnet St.	2	2	2	2	36	31	36	32	36	31
Camden St.	2	2	4	3	60	30	60	44	60	46
Central Ave.	2	2	2	1	26	12	26	12	26	12
Charlton St.	2	1	4	2	48	16	48	15	48	12
Clinton Ave.	2	2	4	4	30	26	30	29	30	25
Dayton Street	2	2	4	3	36	18	36	19	36	20
Eighteenth Ave.	2	2	4	4	46	41	46	38	46	42
Fourteenth Ave.	2	2	4	4	40	31	40	36	40	38
Franklin	2	2	4	4	46	42	46	46	46	46
Hawkins St.	2	2	4	4	44	38	44	42	44	42
Lafayette St.	2	2	4	4	50	47	50	49	50	49
Madison	2	2	6	3	60	29	60	31	60	32
McKinley	2	2	4	4	50	22	50	24	50	24
Miller Street	2	1	6	2	44	22	44	24	44	23
Morton Street	2	2	4	3	44	35	44	38	44	39
Newton St.	2	2	4	3	36	15	36	15	36	35
Peshine Ave.	2	2	6	6	60	53	60	58	60	58
Quitman St.	2	2	6	6	60	44	60	50	60	48
Robert Treat	2	1	4	3	46	32	46	35	46	36
South St.	2	2	2	2	16	13	16	16	16	16
South Eighth St.	2	2	6	5	70	57	70	58	70	59
Summer Ave.	2	2	4	4	46	36	46	37	46	37
Warren St.	2	2	2	2	22	6	22	7	22	6
Waverly Ave.	2	2	2	1	26	24	26	26	26	24
Wilson Ave.	2	2	2	0	26	19	26	20	26	20
(Senior H.S.)										
Barringer	2	2	4	4	70	57	70	69	70	66

TITLE I EVALUATION SCHOOL LIST

DISTRIBUTION AND RETURNS OF QUESTIONNAIRE – 1970

(Cont'd.)

Type School	Proj. Coord. Admin.		Teacher		Parent		Pupil		Student	
	Sent	Returned	Sent	Returned	Sent	Returned	Sent	Returned	Sent	Returned
(Senior H.S.)										
Central	2	2	2	2	60	10	60	17	60	1
East Side	2	2	2	2	66	43	44	66	66	46
South Side	2	2	4	2	66	22	66	23	66	26
Weequahic	2	2	4	4	26	18	26	19	26	22
West Side	2	2	4	4	48	39	48	39	48	39
(Junior H.S.)										
Broadway	2	2	2	2	36	36	36	36	36	
Clinton Place	2	2	4	3	40	21	40	25	40	35
Seventh Ave.	2	2	4	4	46	28	46	40	46	39
Webster	2	2	2	2	40	34	40	34	40	35
(Special Schools)										
Alyea St.	2	2	2	2	0	0	0	0	0	0
Arlington Ave.	2	2	2	2	0	0	0	0	0	0
Boylan St.	2	2	2	2	10	4	10	4	10	4
Branch Brook	2	2	2	2	0	0	0	0	0	0
Bruce St. (Deaf)	2	2	2	2	10	7	10	7	10	7
Eliott St. (Braille)	2	1	2	2	0	0	0	0	0	0
Girls' Trade	2	2	2	1	20	12	20	14	20	20
Montgomery St.	2	2	2	2	40	23	40	25	40	24
So. Eleventh St.	2	2	2	2	0	0	0	0	0	0
So. Market St.	2	1	2	2	0	0	0	0	0	0
Wickliffe St.	2	2	2	2	10	2	10	2	10	2
Woodland Ave.	2	2	2	2	0	0	0	0	0	0
(Non-Public Sc.)										
Queen of Angels	2	1	2	2	14	13	14	14	14	7

TITLE I EVALUATION SCHOOL LIST

DISTRIBUTION AND RETURNS OR QUESTIONNAIRE – 1970

(Cont'd.)

Type School	Proj. Coord. Admin.		Teacher		Parent		Pupil		Student	
(Non-Public School)	Sent	Returned	Sent	Returned	Sent	Returned	Sent	Returned	Sent	Returned
St. Aloysius	2	2	2	1	18	16	18	16	18	16
St. Ann	2	1	2	2	18	17	18	18	18	16
St. Antonius	2	1	2	1	14	14	14	13	14	14
St. Augustine	2	1	2	2	10	5	10	4	10	10
St. Charles Borromeo	2	1	2	1	14	12	14	12	14	12
St. Columba	2	1	2	2	14	14	14	14	14	14
St. Lucy	2	1	2	2	14	10	14	12	14	12
St. Mary	2	1	2	2	14	12	14	12	14	12
St. Michael	2	1	2	2	24	22	24	22	24	23
St. Patrick	2	2	2	2	10	10	10	10	10	10
St. Rocco	2	2	2	2	14	12	14	12	14	12
Totals	126	112	194	168	2,000	1,381	2,000	1,520	2,000	1,524
	88.8% of kind	2% of total	86.5% of kind	3% of total	69% of kind	29% of total	76% of kind	32% of total	76% of kind	31% of total

Grand Totals: Sent 6,000 Returned 74.4% 4,705

Source: Data from Planners Associates', Inc. questionnaire

TEST ANALYSIS SAMPLES – MAY 1969 and 1970

Grade 1969 – 1970	Test Analysis Sample Size	Total 1970 Enrollment	Percent*
1 - 2	745	893	88.79
2 - 3	844	1,018	82.90
3 - 4	956	961	99.47
4 - 5	537	646	83.12
5 - 6	481	490	98.16
6 - 7	256	311	82.31
7 - 8	333	366	90.98
8 - 9	125	155	80.64
9 - 10	88	95	92.63
10 - 11	58	125	46.40
11 - 12	16	55	29.09

*Note: Indicates test analysis sample as a percent of enrollment.

Source: Office of Special Assistance, Newark Board of Education, Newark, New Jersey
Calculations and tabulations by Planners Associates, Inc.

EXHIBIT I

SUMMARY OF THE REPORT OF THE

BUREAU OF HEALTH EDUCATION AND SERVICE

P.L. 89-10 E.S.E.A. of 1965

TITLE I PROGRAM FOR EDUCATIONALLY DEPRIVED CHILDREN

OCTOBER 1969

Number of parents invited for pupil health examinations	301
Number parents present at pupil health examinations	91
Number pupils participating in activities in health office	471
Number pupils conferring with school nurse	8,623
Number pupils referred to physicians	1,114
School Nurses	1,065
School physicians	49
Number pupils referred to dentists	965
School Nurses	781
School physicians	184
Number pupils referred to cooperating agencies	170
School Nurses	164
School physicians	6
Number pupils treated by private physicians	229
Number pupils treated by clinic physicians	378
Number pupils treated by private dentists	76
Number pupils treated by other clinic dentists	188
Number pupils tested for central visual acuity	958
Number pupils defective in vision	235
Number pupils surveyed by Title I Technician with Atlantic City Eye Test in the schools	146
Number of pupils with vision defects	26
Number of pupils with orthopedic defects	3
Number pupils tested for hearing acuity (Whisper Test)	271
Number pupils defective in hearing	6

Number pupils surveyed by Title I Technician with Pure-Tone Audiometer in the schools	525
Number pupils with hearing defects	38
Number pupils included in Oral Hygiene Survey in the schools	610
Number personal conferences with:	
Principals	199
Teachers	655
Parents by telephone	715
Parents at school	412
Others	183
Number pupils given first aid treatment by school physicians	18
Number pupils given health and special health examinations	905
Health examinations	661
Special health exams.	244
Number classes health inspected	146
Number pupils vaccinated	18
Number pupils tuberculin tested - elementary schools	522
Number immunizing doses for diptheria	221
Number hygiene inspections of school property	3
Number doses of Sabin Oral Vaccine	157

* * * * * * * * *

DENTAL DIVISION

Number pupils reporting for treatment	356
Number of operations	515
Number cases completed	72
Pupils who refused treatment	9
Varieties of Treatment	
Teeth charted	42
Cleanings	69
Amalgam fillings	218
Amalgam fillings with ZNO base	41
Cement fillings	1
Synthetic fillings	1
Zinc Oxide fillings	22
Extractions - temporary teeth	37

Extractions - permanent teeth	12
Novacaine injections	44
Ethyl-chloride (local)	12
Number of children x-rayed (teeth)	9
Gum treatments	6
Number referred to hospital for treatment	4
Swollen face - extractions deferred	2

* * * * * * * *

EYE DIVISION

Number pupils examined	61
Number pupils re-examined	15
Total	76

Diseases and Injuries	
Lens	1
Lesion of macula	1
Unclassified -	
Errors of refraction	68
Disturbances of motion	13
Surgery	1
Referred to hospital	1

* * * * * * * *

* * * * * * * *

MEDICAL DIVISION

Number employees examined	none

CLINICAL LABORATORY REPORT - SERVICES WITHIN THE SCHOOLS

Total number of children completed	106
Total number parent refusals	1
Total number no response	70

FINDINGS:

Protein	1

* * * * * * * *

Number employees examined in all Divisions	0
Number pupils examined in all Divisions	442
Total number of employees and pupils examined in all Divisions	442

COPY OF SAMPLE MONTHLY REPORT

MADE BY

BUREAU OF HEALTH EDUCATION AND SERVICES

EXHIBIT II
(Prof. Ruvin)

COMPARISON OF SOCIAL WORK SERVICES IN TITLE I SCHOOLS
FEDERAL FUNDING – BOARD OF EDUCATION BUDGET – 1965-66 – 1969-70

Elementary	Pre-Title I 1965-66	Title I 1969-70	Increased days of Service provided by Title I	Increased days of Services provided by Bd. of Education
*1. Avon Avenue K-6	2.5	5.0	+2.5	
2. Belmont - Runyon K-4	2.5	2.5		
3. Bergen St. K-5	5.0	5.0		
4. Broadway Elem. K-6	2.5	2.5		
5. Burnet St. K-8	2.5	2.5		
*6. Camden St. K-6	2.5	5.0	+2.5	
7. Central Ave. K-8	2.5	2.5		
*8. Charlton St. K-8	2.5	5.0	+2.5	
9. Dayton St. K-8	2.5	5.0		+2.5
10. Eighteenth Ave. K-8	2.5	5.0		+2.5
11. Fourteenth Ave. K-8	2.5	2.5		
12. Franklin K-6	2.5	2.5		
13. Hawkins St. K-8	Consul.**	2.5		+2.5
14. Lafayette St. K-8	Consul.**	5.0		+5.0
15. Madison K-6	2.5	5.0		+2.5
16. McKinley K-6	2.5	5.0		+2.5
17. Miller St. K-8	2.5	5.0		+2.5
18. Morton St. K-6	2.5	2.5		
19. Newton St. K-8	2.5	2.5		
20. Peshine Ave. K-8	2.5	5.0		+2.5
21. Quitman St. K-6	2.5	5.0		+2.5
22. Robert Treat K-6	2.5	2.5		
*23. South St. K-4	Consul.**	2.5	+2.5	
*24. South 8th St. K-8	2.5	5.0	+2.5	
25. Summer Ave. K-6	2.5	2.5		
26. Warren St. K-6	2.5	2.5		
*27. Waverly Avenue K-6	Consul.**	2.5	+2.5	
28. Wilson Ave. K-8	Consul.**	2.5		+2.5
Senior High Schools				
1. Barringer 9-12	2.5	5.0		+2.5
2. Central 9-12	2.5	5.0		+2.5
3. East Side 9-12	0	2.5		+2.5
4. South Side 9-12	2.5	2.5		
5. Weequahic 9-12	Consul.**	2.5		+2.5
6. West Side 9-12	Consul.**	2.5		+2.5
Junior High Schools				
1. Broadway Jr. 7-9	2.5	2.5		+2.5
2. Clinton Pl. Jr. 7-9	Consul.**	2.5		
3. Seventh Ave. Jr. 7-9	2.5	2.5		
4. Webster Jr. 7-9	2.5	2.5		

COMPARISON OF SOCIAL WORK SERVICES
IN TITLE I SCHOOLS
FEDERAL FUNDING – BOARD OF EDUCATION BUDGET – 1965-66 – 1969-70
(Cont'd.)

Special Schools				
*1. Alyea St.	2.5	5.0	+2.5	
2. Arlington Ave.	Consul.**	1.2		+1.2
*3. Boylon Ave.	Consul.**	2.5	+2.5	
*4. Branch Brook	1.2	2.5		+1.3
5. Bruce St.	1.2	5.0		+3.8
6. Elliott St. (Blind)	1.2	1.2		
7. Girl's Trade	1.2	2.5		+1.3
8. Montgomery St.	5.0	5.0		
9. South 11th St.	---	2.5	new school	+2.5
*10. So. Market St.	1.2	5.0	+3.8	
*11. Wickliffe St.	Consul.**	1.2	+1.2	
*12. Woodland Ave.	2.5	2.5		
* Title I Social Workers (7)			Total 25 days	Total 50.1 days

ADDITIONAL PROGRAMS

	1965-66	1969-70
Title III - Early Childhood	No Program	11/2 Social Workers 7.5 days
Title III - W.H.O.	No Program	1 Social Worker 5.0 days
Title VI - Communication Disorders	No Program	1/2 & 1/2 Social Worker 5.0 days listed on chart
*Title II - Follow Through – Morton St. - Quitman St.	No Program	2 Social Workers 10 days
*Title I - Supervisor of Interns	No Program	Bergen St. School part of regular program

**Consultative

EXHIBIT III

Reference III

See Interim Report, Title I: Elementary & Secondary Education Act. Evaluation, 1969-70 (Newark: Newark Board of Education, February 1970), pp. 53-55 for a description of this program and a three month report of services provided.

EXHIBIT IV

OFFICIALS OF NEWARK BOARD OF EDUCATION SEEN AND INSTITUTIONS VISITED

Staff: Planners Associates, Inc.-Dr. Reister
Dr. Cordasco

Discussion with
Dr. Edward I. Pfeffer
Dr. Michael Cabot
Mr. Frank Esposito
Mr. Anthony Coppola
Mr. William Griefinger
Dr. Michael Verniero
Mr. Sol Eisenberg
YOUTH DEVELOPMENT CLINIC
990 BROAD STREET
NEWARK, NEW JERSEY

Bruce Street School
Montgomery Street School
Eighteenth Avenue School
South Eleventh Street School

LIST OF FOOTNOTES

1. Source: Department of Reference and Research (Newark Board of Education).

2. Walter, Loban, Language Ability, Grade 7, 8, and 9. OE-30018, Cooperative Research Monograph No. 18, United States Department of Health, Education and Welfare, Office of Education. (United States Government Printing Office, Washington, D.C., 1966), p. 45.

3. Summary Report, Title I: Elementary and Secondary Education Act. Evaluation, 1968-69 (Newark: Newark Board of Education, 1969), pp. 112-113.

4. Summary Report, Title I: E.S.E.A. Evaluation, 1968-1969 (Newark: Newark Board of education, 1969), pp. 112-114.

5. Summary Report, Title I: E.S.E.A. Evaluation, 1968-69 (Newark: Newark Board of Education, 1969), p. 114.

6. Summary Report, Title I: E.S.E.A. Evaluation, 1968-69, (Newark: Newark Board of Education, 1969), p. 116.

7. Edmund J. Amidon and Ned A. Flanders, The Role of the Teacher In the Classroom (Minneapolis: Amidon and Associates, 1963); A. A. Bellack, et al. The Language of the Classroom (New York: Columbia University, Teachers College Press, 1966).

x8. Summary Report, Title I: E.S.E.A. Evaluation, 1968-1969 (Newark: Newark Board of Education, 1969), pp. 118-125.

9. Summary Report, Title I: E.S.E.A. Evaluation, 1968-69 (Newark: Newark Board of Education, 1969) p. 126.

10. Summary Report, Title I: E.S.E.A. Evaluation, 1968-1969 (Newark: Newark Board of Education, 1969) p. 125.

11. Summary Report, Title I: E.S.E.A. Evaluation, 1968-69 (Newark: Newark Board of Education, 1969), pp. 121-124.

12. Summary Report, Title I: E.S.E.A. Evaluation, 1968-1969 (Newark: Newark Board of Education, 1969), pp. 119-120.

13. Summary Report, Title I: E.S.E.A. Evaluation, 1968-69 (Newark: Newark Board of Education, 1969), p. 120.

14. Summary Report, Title I: E.S.E.A. Evaluation, 1968-69 (Newark: Newark Board of Education, 1969), pp. 130-131.

15. Source: Guidance Department, Dropout Counselors' Reports, (Newark: Newark Board of Education).

FOOTNOTES (con't.)

16. Interim Report, Title I: E.S.E.A. Evaluation, 1969-70 (Newark: Newark Board of Education, February, 1970), pp. 20-26.

17. Summary Report, Title I: E.S.E.A. Evaluation, 1968-69 (Newark Board of Education, 1969) p. 101.

18. Summary Report, Title I: E.S.E.A. Evaluation, 1968-69 (Newark: Newark Board of Education, 1969) p. 101.

19. Summary Report, Title I: E.S.E.A. Evaluation 1968-69 (Newark: Newark Board of Education, 1969), pp. 101-102.

20. Summary Report, Title I: E.S.E.A. Evaluation, 1968-69 (Newark: Newark Board of Education, 1969) pp. 94-95.